DOCUMENT RESUME

ED 363 535 SO 023 310

AUTHOR	Hoffman, Dorothy; And Others
TITLE	A Child's Right: A Safe and Secure World. The United Nations Convention on the Rights of the Child. Educating for Peace Project.
INSTITUTION	United Nations Association of Minnesota, Minneapolis.; United Nations Association of the United States of America, New York, N.Y.
SPONS AGENCY	Bremer (Otto) Foundation, St. Paul, Minn.
REPORT NO	ISBN-0-934654-94-8
PUB DATE	Aug 91
NOTE	166p.; Support also provided by the Carl A. Weyerhaeuser Family Foundation and the Ramsey International Fine Arts School, Minneapolis, MN.
AVAILABLE FROM	United Nations Association-USA, 485 Fifth Avenue, New York, NY 10017-6104 ($14.95).
PUB TYPE	Guides - Classroom Use - Instructional Materials (For Learner) (051) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)
EDRS PRICE	MF01/PC07 Plus Postage.
DESCRIPTORS	*Childhood Needs; *Childrens Rights; *Child Welfare; Citizen Participation; Elementary Education; Global Approach; Junior High Schools; Learning Activities; *Literacy; Middle Schools; Social Studies
IDENTIFIERS	Educational Rights; Right to Education; *United Nations Convention on Rights of the Child

ABSTRACT

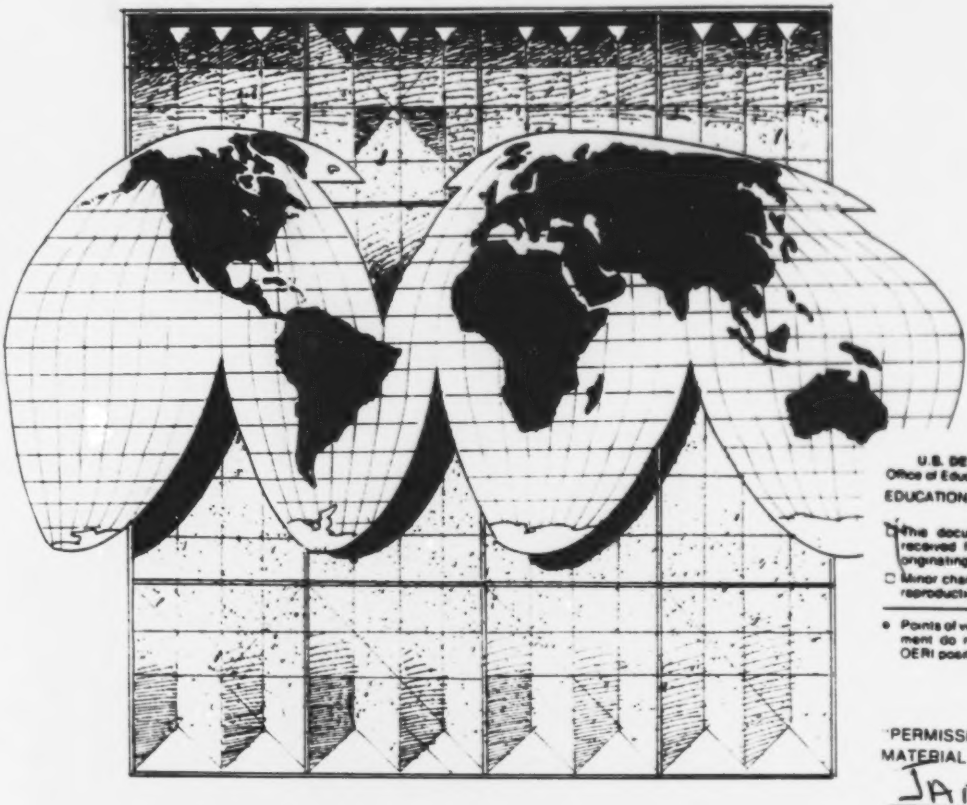
This document is a curriculum that serves as an introduction to the United Nations Convention on the Rights of the Child. Designed for the upper elementary and middle grades 5-10, the curriculum has students "adopt" an infant from another region of the world, taking personal responsibility for their new brother or sister. This responsibility takes the form of activities celebrating the naming of the child, and activities exploring the rights of health, security, freedom, economic well being, education, and other rights guaranteed their new friends by the convention. A personal touch to the learning experience takes the form of the "childhood log," which is the student's ongoing record from the birth of their infant twin through his/her development to adulthood. First introduced in the second lesson, the log is a part of all the other lessons. Action as well as knowledge is a goal of the curriculum. Lesson 8 encourages students to take action whether on the local, national, or international level. This specific lesson empowers young people, both in their own country and elsewhere, to participate in their own development. In addition, lesson 3 on resources has a section on linkage and network that provides contacts for students to write or call others from different regions in order to create a richer world vision. Numbers of agencies, institutions, and individuals are listed in a resources section of each lesson. The last section lists additional resources. Lessons have specific handouts, labelled and numbered at the end of each lesson. (DK)

ED 363 535

A Child's Right: A Safe and Secure World

United Nations Convention on the Rights of the Child

Dorothy Hoffman, Cleo Simonett, Mary Eileen Sorenson



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A Child's Right: A Safe and Secure World

The United Nations Convention
on the
Rights of the Child

Dorothy Hoffman
Cleo Simonett
Mary Eileen Sorenson

Acknowledgements: The United Nations Association of Minnesota and the United Nations Association-USA wish to acknowledge the support of Carl A. Weyerhaeuser Family Foundation, the Otto Bremer Foundation, and Ramsey International Fine Arts School, Minneapolis, MN.

Introduction

Welcome to A Child's Right: A Safe and Secure World, an introduction to United Nations Convention on the Rights of the Child. This curriculum, designed for the upper elementary and middle grades (grades 5-10), has your students "adopt" an infant from another region of the world, taking personal reponsibility for their new brother or sister. This reponsibility takes the form of activities celebrating the naming of the child, and activities exploring the rights of health, security, freedom, economic well being, education and other rights guaranteed their new friends by the Convention. (See **Lessons 1-7**).

A personal touch to the learning experience takes the form of the **Childhood Log,** which is the student's on-going record from the birth of their infant twin through his/her development to adulthood. First introduced in Lesson 2, the **Log** is a part of all the other lessons.

Action as well as knowledge is a goal of the writers of this curriculum. **Lesson 8** encourages the students to take action whether on the local, national or international level. This specific lesson empowers young people, both here in their own country and elsewhere, to participate in their own development. In addition, **Lesson 3 Resources** has a section on **Linkage/Network** that provides contacts for students to write/call others from different regions of the country/world in order to create a richer world vision. Numbers of agencies, institutions and individuals are listed in each lesson's **Additional Resources** section. There is also a section, **General Resources**, at the end the curriculum which is helpful if teachers and/or students wish to expand on the topics.

Lessons have specific handouts, labelled and numbered, at the end of each lesson. In each lesson needed handouts are listed under **Materials Needed.** Special handouts include the complete texts of the **Convention of the Rights of the Child** (Lesson 2) and the **Declaration of Human Rights** (Lesson 2). Other handouts include data from UNICEF's yearly State of the World's Children Report, which can be updated every year by contacting UNICEF. (See **Lesson 4: Additional Resources**)

As Curriculum Coordinator for this part of the Educating for Peace Project, I would like to thank the teacher-author, Dorothy Hoffman, for her creative, energetic and sensitive lessons and her teacher-author. assistant, Cleo Simonett.

The United Nations Association of Minnesota has been assisted in innumerable ways, from office space to the support given by members of the advisory group especially in the area of production. Professor Walter Enloe, University of Minnesota Education Department contributed to the Linkage/Network section and provided valued research when needed. Jim Muldoon and Jeff Brennan of UNA-USA have provided the leadership and support in seeking and obtaining grant money for this project, in advising and directing in the production of this curriculum, and in the printing and marketing of it.

Special thanks to the Weyerhauser Family Foundation and the Otto Bremer Foundation for providing grant money to produce the curriculum.

Mary Eileen Sorenson
Curriculum Coordinator
Educating for Peace Project

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This curriculum is published by the United Nations Association - USA, 485 Fifth Avenue, New York, N.Y. 10017-6104. Telephone (212) 697-3232. FAX (212) 682-9185. $14.95. Copyright August 1991. ISBN: 0-934654-94-8.

LESSON ONE
The Child is Born

"Where did you come from,
Baby dear?
Out of everywhere,
Into here."
George MacDonald

Objectives:
Students will engage in a brief guided fantasy where they will create an identification with a newborn child.
Students will brainstorm and list their hopes for the child in the areas of survival, development, protection, and freedoms.

Materials Needed:
Suggested: The teacher, or students, could bring pictures of newborns to display or share with the class. Also, there may be some videos available through community groups that present childbirth, and/or newborns in an appropriate way for the age group involved.

Set Induction:
This morning, somewhere in the world, just at the moment that "somewhere in the world" turned its face from the quiet, soft light of dawn into the first ray of sunlight, a baby was born. No longer in the snug and warm, dark and wet, safe and encumbered place inside its mother, the baby scrunches up its face, and uses its tiny lungs to make its first cry. It wriggles and pushes against the air with its hands and feet and legs.

At the wonder of this new life, those attending the birth touch, admire, and clean this new human being. They see you, watching from a short distance away, and beckon you to come. You come and hunker down and the baby draws you in. The other people disappear. The baby looks to you. You wrap the baby snugly. Comforted, the baby searches you out. Quietly it sees, and sighs, and then sleeps.

Learning Sequence:

Find a comfortable place and way to hold him or her. Listen to him or her. What sound does s/he make? Touch his/her face. Does s/he have any hair? Look at her/his nose, and mouth, and ears. Does it have eyebrows? Eyelashes? What are you thinking as you hold this baby?

Very carefully note what he/she looks like, feels like, smells like, "seems" like. Think about this child as your "infant twin" in some part of the world. Hold him/her and think about this baby's present and this baby's future. Help your body and mind remember him/her, so you can still hold him/her next to you in your mind when you open your eyes.

-Engage students in discussion of their own fantasy. "In what did you wrap the child? Where did you sit with the child? What were you thinking when you held him/her? How did you help your body and mind remember what s/he "felt" like?"

-Thinking about their babies, their infant twins in another part of the world, have students brainstorm and list responses to the questions that follow. Do this carefully and save lists as they will be used throughout the study. Remind students to think about basics while doing this, reminding them that their baby was born "somewhere in the world". A Porsche will not benefit a child living where there are no roads suitable on which to drive it; nor will a Nintendo game benefit a child living in a village without electricity. Also, try to keep in mind the "best interests of the child", not necessarily what you think would be in your own "best interests".

*What will your baby need to **survive**, to stay alive?
*What will your baby need to **develop** into a healthy and happy person?
*From what do you hope your baby will have **protection**? What kinds of things do you hope will never happen to your baby?
*What **freedoms** do you want your baby to have?

Closure:

-If your baby had all of these things, do you think s/he would be able to have a healthy and happy life?
-Do all children of the world have all these things on your list? What are some reasons they do not?

-In your opinion, should all children have these things? Whose responsibility is it to try to make them available to children?

-If a parent is unable to provide all items on our lists because of circumstances in which he or she is trapped, should provision of these things be the responsibility of someone else? Who? If the nation is unable to provide for these things, is there anyone or anything else that can?

-Thinking about your infant twin, is there something you would like to give her/him in honor of her/his birth? Talk about symbolic gifts, like gifts of a wish, or an idea, a lullably, a dream, a story, a prayer, a song, a poem, a picture, a vision, etc. that will somehow be helpful to and/or treasured by the child in his/her life. Have them bring their gifts to class and, in small groups or with the whole class, share them with classmates.

LESSON TWO
The Right to Rights

"The human race is one great newtwork
which quivers in every part when one part is shaken,
like a spider's web when touched.
Thomas Hardy

Objectives:

Students will generate a definition of a "right".

Students will be introduced to the United Nations Convention on the Rights of the Child and will contrast it to items identified by students in the first lesson.

Students will match instances of denial or assurance of rights to the Article in the Convention that identifies the specific right in question.

Students will locate and share with classmates an incidence of assurance or denial of specific rights of a child/children.

Materials Needed:

Lesson 2, Handout #l:	What is the United Nations?
Lesson 2, Handout #2:	The Declaration of Human Rights
Lesson 2, Handout #3:	History of the Convention on Children's Rights
Lesson 2, Handout #4:	Chidren's Rights Treaty
Lesson 2, Handout #5a-c:	Concentration
Lesson 2, Handout #6:	News Article
Lesson 2, Handout #7:	News Article
Lesson 2, Handout #8a-c:	Angelou/Wilder/Gibran

Set Induction:

-Begin lesson with having students share the gifts they have prepared for their infant twin. Have students comment on the qualities that many or most of the gifts had in common. Ask: "How many of our gifts have something to do with the list we made in the last lesson of the things the infants will need to survive, to develop, to be protected from, and the freedoms we hope they will have?"

-Write the word "right" on the board and have students think about the primary ways in which the word is used: Right as the opposite of wrong; "Right now!"; "You have no right", right hand, etc. Bring focus to the way the word is used in "You have no right" or "I have a right." Have students volunteer sentences using this meaning of the word and record, orally or in writing, their responses.

-"Looking at the responses of our class, what is **'a right'**? " Discussion of this question can be conducted with the whole class, in dyads, or small cooperative groups could be given the task of generating a definition of "a right". Share ideas and definitions.

-"On the basis of our ideas and definitions, in your opinion, should children have the 'right' to all the items we listed yesterday? Why? From where do you think the idea came that humans should have 'the right' to some things?" (Perhaps from the human desire for dignity and respect for self and others.) "Do you think this is a new idea?"

-"Most of us can say quite comfortably, "I have my rights!", and "You have no right to do that to me." From where do we get our rights? In the United States of America, the Bill of Rights, ratified in 1791 attempts to guarantee certain rights to all U.S. citizens. Does this mean that people had no rights prior to ratification? Does this means everyone's rights were guaranteed immediately after ratification? In this country, how are people's rights protected?"

-"The U.S. Bill of Rights is a very important document. Other countries have similar documents and means to protect rights of citizens. Can people's rights be protected in places where there are no documents written delineating rights and the means to their protection?" A concern for basic rights of humans exists in most social and political systems of most cultures. In cultures where there is no written language, the rights of citizens are known and protected through laws in the oral tradition. Listen to what Eleanor Roosevelt had to say about the importance of universal human rights.

> **Where, after all, do universal rights begin? In small places, close to home--so close and so small that they cannot be seen on any maps of the world. Yet they are the world of the individual person; the neighborhood he lives in; the school or college he attends; the factory, farm or office where he works.**

> **Such are the places where every man, woman and child seeks equal justice, equal opportunity, equal dignity without discrimination. Unless these rights have meaning there, they have little meaning anywhere. Without concerned citizen action to uphold them close to home, we shall look in vain for progress in the large world.**
>
> Eleanor Roosevelt, The Great Question, NY: United Nations, 1958

-What, essentially, is Eleanor Roosevelt saying about from where a need and concern for human rights came? (Give students time to study the quotation, to formulate their ideas, and to share them with their classmates.) Have students summarize their thinking about the universality over time and culture of concern for human rights. Perhaps it is the human capacity for empathy and compassion that is at the core of this concern for others -- people's will to live their lives with dignity and to provide the same for their offspring.

Learning Sequence:

-This human capacity for empathy and compassion lies at the core of the United Nations Universal Declaration of Human Rights. But first, what is the United Nations? (See **Lesson 2, Handout #1:** What is the United Nations?) Why is the United Nations? Why might the United Nations work very hard to produce such a document and to try to ensure protection of human rights? Do you think we will find in this document any of the "rights" we listed?

-Have students, in partners or small groups, review **Lesson 2, Handout #2:** The Declaration of Human Rights. Perhaps class could read together the preamble. Give class some organized way in which to review the entire document. Perhaps assign specific articles to specific groups and have groups report on rights included in their section.

-We're hearing terms here like "declaration", "bill", "convention". It is important that we are clear on the meanings of these words so that we all have similar perceptions of what they are when we are discussing them.

Declaration: a general statement of principles which is not legally binding

Convention: a legally binding treaty or agreement among nations
Ratification: formal approval of a treaty or a covenant by a sovereign state

-"Do all people in the world have these rights? Of what examples do you know where people do not have these rights? (The right to marry, to participate in government, the right to education, to form trade unions, to an adequate standard of living, etc.) Does this then mean that the Declaration is not working or has little worth?" (Are the Ten Commandments worthless because people find them hard to follow? Should there not be rules in schools because they are sometimes broken?) Talk to students about an "ideal", a best case scenario, a future to strive for, etc.

-Tell students that there is a similar document that deals only with the rights of children. "Why do you think a separate document was created for children? How do the needs or rights of children differ from those of adults?" Have children examine the United Nations Convention on the Rights of the Child. (See **Lesson 2, Handout #3,** Background on the Convention on the Rights of the Child and **Lesson 2, Handout #4,** The Convention on the Rights of the Child.) "How does the Convention compare to the class listing of a child's rights? Do we want to add anything to the class list? Do we think there are things from our list that should be added to the Convention?" Show students the poster that lists a synthesis of the rights.

-"In order to become more familiar with the rights of the Convention we're going to play a Concentration game, matching real life incidents of rights either denied or delivered/protected with the particular right outlined in the Convention." (See **Lesson 2, Handouts #5 a,b,c.)** Have students play Concentration game in dyads or groups of four to six. After the game, have students lay out on a desk the pairs they discovered. Give students the headings used in Lesson One, **Rights of Survival, Rights of Development, Rights to Protection, Rights to Freedom,** and have them classify examples under them. Discuss.

-"What does the United Nations want to happen relative to the Convention?" The Convention was adopted by the General Assembly in

1989 and with the ratification by over 20 nations has become international law. In those states (nations) where the Convention has been ratified, it is presently considered law. The United States has not signed or ratified the Convention. As it has now become law, the World Court and other international legal enforcement structures are working to ensure delivery and protection of rights. "Can you think of reasons why some nations may not want to see the Convention ratified? How important do you think it is for the United States to be one of the ratifying nations?"

-Read two editorials from **Star and Tribune, (Lesson 2, Handouts #6 and 7),** the first encouraging President Bush to sign the document at the October 1990 World Summit for Children, the second with the editors reponse when he did not. As of 5/13/91, 57 nations have signed the Convention, and 80 nations have signed and ratified it. (The U.S.S.R. is among the nations that have signed and ratified. The U.S.A. is not.) Have students share their thoughts and feelings about the United States not being among them. Are there any actions they would like to take relative to this fact?

Closure:

-"Does it matter to you that your infant twin/ any child may not have his/her basic rights available to him/her? Why or why not? In what ways do you feel connected to other children in the world?"

-Share with students any or all of the following: Maya Angelou quotation, the Our Town excerpt, and/or Gibran's "On Children" with students. (See **Lesson 2, Handout #8 a,b,c.)** Following discussion of these quotes, inform students of their next assignment.

Assignment: Find a picture, article, headline, story, poem, etc. dealing with some aspect of the rights of a child. It can tell about a child getting or having his/her rights or about a child being denied his or her rights. Bring your example to share with the class and to become part of our classroom display on the United Nations Convention on the Rights of the Child. Be prepared to talk about how you feel about what is happening in your choice of article, picture, story, etc.

Lesson 2
Handout #1

What is the United Nations?

The United Nations is the international organization of States (countries) founded after the Second World War for the purposes of preventing war, maintaining international peace and security, and promoting social progress and better standards of life in larger freedom, developing friendly relations among nations and achieving international cooperation. The Member States are bound together by their adherence to the United Nations Charter and its principles. The U.N. began its work in 1945 with only 51 members. Today, there are 159.

The United Nations is ***not*** a super-state or a world government. It has no powers that are not given to it by its Member States. It can only act when they decide it should. The members choose whether or not to use the U.N.'s procedures, carry out its decisions, even whether or not to observe the provisions of the Charter they have sworn to uphold.

The United Nations proper is composed of six principal organs:

The **General Assembly** is the main deliberative organ. It is comprised of representatives of all Member States, each of which has one vote. Decisions on important questions, such as recommendations on peace and security, admission of new members and budgetary matters, requires a two-thirds majority. Decisions on other questions are reached by a simple majority.

The **Security Council** has primary responsibility, under the Charter, for the maintenance of international peace and security. The Council has 15 members: five permanent members -- *China, France, the Soviet Union, the United Kingdom, and the United States* -- and 10 elected by the General Assembly for two-year terms. Each member of the Council has one vote. Decisions on procedural matters are made by an affirmative vote of at least nine of the 15 members. Decisions on substantive matters require nine votes including the concurring votes of all five permanent members. This is the rule of "great Power unanimity" often referred to as the "veto" power. If a permanent member does not support a decision but does not wish to block it through a veto, it may abstain. Under the Charter, all Member States of the United Nations agree to accept and carry out the decisions of the Security Council. While other organs of the U.N. make *recommendations* to governments, the Council alone has the power to take decisions which members are *obligated* to carry out.

The **Economic and Social Council** was established by the Charter as the principal organ to coordinate the economic and social work of the United Nations and its specialized agencies and institutions. The Council has 54 members who serve for three years. Eighteen members are elected each year for a three-year term to replace 18 members whose term has expired. Voting in the Council is by simple majority; each member has one vote.

In setting up an International Trusteeship System, the Charter established the **Trusteeship Council** as one of the main organs of the United Nations and assigned to it the task of supervising the administration of "trust territories" placed under the Trusteeship System. Major goals of the System are to promote the advancement of the inhabitants of Trust Territories and their progressive development toward self-government or independence. The aims of the Trusteeship System have been fulfilled to such an extent that only one of the original 11 Trusteeships remains -- the Trust Territory of the Pacific Islands (administered by the United States). The others, mostly in Africa and the Pacific, have attained independence, either as separate countries or by joining neighboring independent nations. Only the five permanent members of the Security Council remain as members of the Trusteeship Council. Voting is by simple majority; each member has one vote.

Lesson 2
Handout #1

The **International Court of Justice** is the principal judicial organ of the United Nations. Its Statute is an integral part of the United Nations Charter. All countries which are parties to the Statute of the Court (which automatically includes all U.N. Member States) can be parties to cases before it. Other countries can refer cases to it under conditions laid down by the Security Council. In addition, the Security Council may recommend that a legal dispute be referred to the Court. Both the General Assembly and the Security Council can ask the Court for an advisory opinion on any legal question. The Court consists of 15 Judges elected by the General Assembly and the Security Council, voting independently. They are chose on the basis of their qualifications, not on the basis of nationality, and care it taken to ensure that the principal legal systems of the world are represented in the Court. No two Judges can be nationals of the same country. The Judges serve for a term of nine years and may be re-elected. They cannot engage in any other occupation during their term of office.

The **Secretariat** services the other organs of the United Nations and administers the programs and policies laid down by them. At its head is the *Secretary-General*, who is appointed by the General Assembly on the recommendation of the Security Council. The work of the Secretariat is as varied as the list of problems dealt with by the United Nations. It includes: administering peace-keeping operations; organizing international conferences on problems of world-wide concern; surveying world economic trends and problems; preparing studies on such subjects as human rights, disarmament and development; and interpreting speeches, translating documents and supplying the world's communications media with information about the U.N.

Sources:	*Image and Reality (United Nations)*
	Basic Facts About the United Nations (United Nations)

Lesson 2
Handout #1

Preamble to the Charter of the United Nations

We, the peoples of the the United Nations, Determined to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and to establish conditions under which justice and respect for the obligation arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom.

And For These Ends to practice tolerance and live together in peace with one another as good neighbors, and to unite our strength to maintain international peace and security, and to ensure, by the acceptance of principles and the institution of methods, that armed forces shall not be used, save in the common interest, and to employ international machinery for the promotion of the economic and social advancement of all peoples,

Have Resolved to Combine Our Efforts to Accomplish These Aims. Have Accordingly, our respective governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.

On December 10, 1948, the General Assembly of the United Nations adopted and proclaimed the Universal Declaration of Human Rights. Following this historic act the Assembly called upon all Member countries to publicize the text of the Declaration and "to cause it to be disseminated, displayed, read and expounded principally in schools and other educational institutions, without distinction based on the political status of countries or territories."

Final Authorized Text

UNIVERSAL DECLARATION OF HUMAN RIGHTS

Preamble

Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world.

Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people.

Whereas it is essential, if man is not to be compelled to have recourse, as a last resort, to rebellion against tyranny and oppression, that human rights should be protected by the rule of law.

Whereas it is essential to promote the development of friendly relations between nations.

Whereas the peoples of the United Nations have in the Charter reaffirmed their faith in fundamental human rights, in the dignity and worth of the human person and in the equal rights of men and women and have determined to promote social progress and better standards of life in larger freedom.

Whereas Member States pledged themselves to achieve, in cooperation with the United Nations, the promotion of universal respect for and observance of human rights and fundamental freedoms.

Whereas a common understanding of these rights and freedoms is of the greatest importance for the full realization of this pledge.

Now Therefore,

THE GENERAL ASSEMBLY

proclaims

THIS UNIVERSAL DECLARATION OF HUMAN RIGHTS as a common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.

Article 1. All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.

Article 2. Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status.

Furthermore, no distinction shall be made on the basis of the political, jurisdictional or international status of the country or territory to which a person belongs, whether it be independent, trust, non-self-governing or under any other limitation of sovereignty.

Article 3. Everyone has the right to life, liberty and security of person.

Article 4. No one shall be held in slavery or servitude; slavery and the slave trade shall be prohibited in all their forms.

Article 5. No one shall be subjected to torture or to cruel, inhuman or degrading treatment or punishment.

Article 6. Everyone has the right to recognition everywhere as a person before the law.

Article 7. All are equal before the law and are entitled without any discrimination to equal protection of the law. All are entitled to equal protection against any discrimination in violation of this Declaration and against any incitement to such discrimination.

Article 8. Everyone has the right to an effective remedy by the competent national tribunals for acts violating the fundamental rights granted him by the constitution or by law.

Article 9. No one shall be subjected to arbitrary arrest, detention or exile.

Article 10. Everyone is entitled in full equality to a fair and public hearing by an independent and impartial tribunal, in the determination of his rights and obligations and of any criminal charge against him.

Article 11. (1) Everyone charged with a penal offense has the right to be presumed innocent until proved guilty according to law in a public trial at which he has had all the guarantees necessary for his defense.

(2) No one shall be held guilty of any penal offense on account of any act or omission which did not constitute a penal offense, under national or international law, at the time when it was committed. Nor shall a heavier penalty be imposed than the one that was applicable at the time the penal offense was committed.

Article 12. No one shall be subjected to arbitrary interference with his privacy, family, home or correspondence, nor to attacks upon his honor and reputation. Everyone has the right to the protection of the law against such interference or attacks.

Article 13. (1) Everyone has the right to freedom of movement and residence within the borders of each state.

(2) Everyone has the right to leave any country, including his own, and to return to his country.

Article 14. (1) Everyone has the right to seek and to enjoy in other countries asylum from persecution.

(2) This right may not be invoked in the case of prosecutions genuinely arising from non-political

continued

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crimes or from acts contrary to the purposes and principles of the United Nations.

Article 15. (1) Everyone has the right to a nationality.

(2) No one shall be arbitrarily deprived of his nationality nor denied the right to change his nationality.

Article 16. (1) Men and women of full age, without any limitation due to race, nationality or religion, have the right to marry and to found a family. They are entitled to equal rights as to marriage, during marriage and at its dissolution.

(2) Marriage shall be entered into only with the free and full consent of the intending spouses.

(3) The family is the natural and fundamental group unit of society and is entitled to protection by society and the State.

Article 17. (1) Everyone has the right to own property alone as well as in association with others.

(2) No one shall be arbitrarily deprived of his property.

Article 18. Everyone has the right to freedom of thought, conscience and religion; this right includes freedom to change his religion or belief, and freedom, either alone or in community with others and in public or private, to manifest his religion or belief in teaching, practice, worship and observance.

Article 19. Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.

Article 20. (1) Everyone has the right to freedom of peaceful assembly and association.

(2) No one may be compelled to belong to an association.

Article 21. (1) Everyone has the right to take part in the government of his country, directly or through freely chosen representatives.

(2) Everyone has the right of equal access to public service in his country.

(3) The will of the people shall be the basis of the authority of government; this will shall be expressed in periodic and genuine elections which shall be by universal and equal suffrage and shall be held by secret vote or by equivalent free voting procedures.

Article 22. Everyone, as a member of society, has the right to social security and is entitled to realization, through national effort and international cooperation and in accordance with the organization and resources of each State, of the economic, social and cultural rights indispensable for his dignity and the free development of his personality.

Article 23. (1) Everyone has the right to work, to free choice of employment, to just and favorable conditions of work and to protection against unemployment.

(2) Everyone, without any discrimination, has the right to equal pay for equal work.

(3) Everyone who works has the right to just and favorable remuneration ensuring for himself and his family an existence worthy of human dignity, and supplemented, if necessary, by other means of social protection.

(4) Everyone has the right to form and to join trade unions for the protection of his interests.

Article 24. Everyone has the right to rest and leisure, including reasonable limitation of working hours and periodic holidays with pay.

Article 25. (1) Everyone has the right to a standard of living adequate for the health and well-being of himself and of his family, including food, clothing, housing and medical care and necessary social services, and the right to security in the event of unemployment, sickness, disability, widowhood, old age or other lack of livelihood in circumstances beyond his control.

(2) Motherhood and childhood are entitled to special care and assistance. All children, whether born in or out of wedlock, shall enjoy the same social protection.

Article 26. (1) Everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.

(2) Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.

(3) Parents have a prior right to choose the kind of education that shall be given to their children.

Article 27. (1) Everyone has the right freely to participate in the cultural life of the community, to enjoy the arts and to share in scientific advancement and its benefits.

(2) Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

Article 28. Everyone is entitled to a social and international order in which the rights and freedoms set forth in this Declaration can be fully realized.

Article 29. (1) Everyone has duties to the community in which alone the free and full development of his personality is possible.

(2) In the exercise of his rights and freedoms, everyone shall be subject only to such limitations as are determined by law solely for the purpose of securing due recognition and respect for the rights and freedoms of others and of meeting the just requirements of morality, public order and the general welfare in a democratic society.

(3) These rights and freedoms may in no case be exercised contrary to the purposes and principles of the United Nations.

Article 30. Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Lesson 2
Handout #3

History
# of the
Convention on the Rights of the Child

The Convention was adopted unanimously by the UN General Assembly on November 20, 1989. It is the most complete statement of children's rights ever made.

Milestones in the development of the document:

1. One of the first acts of the general Assembly at the time of the creation of the UN in 1945 was to establish the *United Nations Children's Fund (UNICEF).*

2. The *Universal Declaration of Human Rights* (1948) recognized that children must be the subject of special care and attention.

3. The 1959 *Declaration of the Rights of the Child* was specifically addressed to the protection of chidren's rights, providing a moral framework and a guide to private and publuc action.

4. 1979 was designated the *International Year of the Child* which gave impetus to the desire to write a convention that gave the force of treaty law to children's rights.

5. On January 26, 1990, 61 countries signed the convention (a record first day reponse) Signature is accepted as a sign that a country will seriously consider ratification.

6. On September 2, 1990, one month after the twentieth State ratified it, the convention became international law for those states that ratified it. For other states, the convention enters into force thirty days after they ratify it.

Source: The Rights of the Child Fact Sheet #10
Center for Human Rights (see resource list)

THE CONVENTION ON THE RIGHTS OF THE CHILD

Adopted by the General Assembly of the United Nations on 20 November 1989

Text

PREAMBLE

The States Parties to the present Convention,

Considering that in accordance with the principles proclaimed in the Charter of the United Nations, recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world,

Bearing in mind that the peoples of the United Nations have, in the Charter, reaffirmed their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Recognizing that the United Nations has, in the Universal Declaration of Human Rights and in the International Covenants on Human Rights, proclaimed and agreed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, colour, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Recalling that, in the Universal Declaration of Human Rights, the United Nations has proclaimed that childhood is entitled to special care and assistance,

Convinced that the family, as the fundamental group of society and the natural environment for the growth and well-being of all its members and particularly children, should be afforded the necessary protection and assistance so that it can fully assume its responsibilities within the community,

Recognizing that the child, for the full and harmonious development of his or her personality, should grow up in a family environment, in an atmosphere of happiness, love and understanding,

Considering that the child should be fully prepared to live an individual life in society, and brought up in the spirit of the ideals proclaimed in the Charter of the United Nations, and in particular in the spirit of peace, dignity, tolerance, freedom, equality and solidarity,

Bearing in mind that the need for extending particular care to the child has been stated in the Geneva Declaration on the Rights of the Child of 1924 and in the Declaration of the Rights of the Child adopted by the United Nations in 1959 and recognized in the Universal Declaration of Human Rights, in the International Covenant on Civil and Political Rights (in particular in articles 23 and 24), in the International Covenant on Economic, Social and Cultural Rights (in particular in its article 10) and in the statutes and relevant instruments of specialized agencies and international organizations concerned with the welfare of children,

Bearing in mind that, as indicated in the Declaration of the Rights of the Child adopted by the General Assembly of the United Nations on 20 November 1959, "the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,"

Recalling the provisions of the Declaration on Social and Legal Principles relating to the Protection and Welfare of Children, with Special Reference to Foster Placement and Adoption Nationally and Internationally (General Assembly Resolution 41/85 of 3 December 1986); the United Nations Standard Minimum Rules for the Administration of Juvenile Justice ("The Beijing Rules") (General Assembly Resolution 40/33 of 29 November 1985); and the Declaration on the Protection of Women and Children in Emergency and Armed Conflict (General Assembly Resolution 3318 (XXIX) of 14 December 1974),

Unofficial summary of main provisions

PREAMBLE

The preamble: recalls the basic principles of the United Nations and specific provisions of certain relevant human rights treaties and proclamations; reaffirms the fact that children, because of their vulnerability, need special care and protection; and places special emphasis on the primary caring and protective responsibility of the family, the need for legal and other protection of the child before and after birth, the importance of respect for the cultural values of the child's community, and the vital role of international cooperation in achieving the realization of children's rights.

Lesson 2
Handout #4

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THE CONVENTION ON THE RIGHTS OF THE CHILD

Text

Recognizing that in all countries in the world there are children living in exceptionally difficult conditions, and that such children need special consideration,

Taking due account of the importance of the traditions and cultural values of each people for the protection and harmonious development of the child,

Recognizing the importance of international cooperation for improving the living conditions of children in every country, in particular in the developing countries,

Have agreed as follows:

PART I

Article 1

For the purposes of the present Convention a child means every human being below the age of 18 years unless, under the law applicable to the child, majority is attained earlier.

Article 2

1. The States Parties to the present Convention shall respect and ensure the rights set forth in this Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures to ensure that the child is protected against all forms of discrimination or punishment on the basis of the status, activities, expressed opinions, or beliefs of the child's parents, legal guardians, or family members.

Article 3

1. In all actions concerning children, whether undertaken by public or private social welfare institutions, courts of law, administrative authorities or legislative bodies, the best interests of the child shall be a primary consideration.

2. States Parties undertake to ensure the child such protection and care as is necessary for his or her well-being, taking into account the rights and duties of his or her parents, legal guardians, or other individuals legally responsible for him or her, and, to this end, shall take all appropriate legislative and administrative measures.

3. States Parties shall ensure that the institutions, services and facilities responsible for the care or protection of children shall conform with the standards established by competent authorities, particularly in the areas of safety, health, in the number and suitability of their staff as well as competent supervision.

Article 4

States Parties shall undertake all appropriate legislative, administrative, and other measures, for the implementation of the rights recognized in this Convention. In regard to economic, social and cultural rights, States Parties shall undertake such measures to the maximum extent of their available resources and, where needed, within the framework of international co-operation.

Unofficial summary of main provisions

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Definition of a child

All persons under 18, unless by law majority is attained at an earlier age.

Non-discrimination

The principle that all rights apply to all children without exception, and the State's obligation to protect children from any form of discrimination. The State must not violate any right, and must take positive action to promote them all.

Best interests of the child

All actions concerning the child should take full account of his or her best interests. The State is to provide adequate care when parents or others responsible fail to do so.

Implementation of rights

The State's obligation to translate the rights in the Convention into reality.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Text	Unofficial summary of main provisions
Article 5 States Parties shall respect the responsibilities, rights, and duties of parents or, where applicable, the members of the extended family or community as provided for by the local custom, legal guardians or other persons legally responsible for the child, to provide, in a manner consistent with the evolving capacities of the child, appropriate direction and guidance in the exercise by the child of the rights recognized in the present Convention.	**Parental guidance and the child's evolving capacities** *The State's duty to respect the rights and responsibilities of parents and the wider family to provide guidance appropriate to the child's evolving capacities.*
Article 6 1. States Parties recognize that every child has the inherent right to life. 2. States Parties shall ensure to the maximum extent possible the survival and development of the child.	**Survival and development** *The inherent right to life, and the State's obligation to ensure the child's survival and development.*
Article 7 1. The child shall be registered immediately after birth and shall have the right from birth to a name, the right to acquire a nationality, and, as far as possible, the right to know and be cared for by his or her parents. 2. States Parties shall ensure the implementation of these rights in accordance with their national law and their obligations under the relevant international instruments in this field, in particular where the child would otherwise be stateless.	**Name and nationality** *The right to have a name from birth and to be granted a nationality.*
Article 8 1. States Parties undertake to respect the right of the child to preserve his or her identity, including nationality, name and family relations as recognized by law without unlawful interference. 2. Where a child is illegally deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.	**Preservation of identity** *The State's obligation to protect and, if necessary, re-establish the basic aspects of a child's identity (name, nationality and family ties).*
Article 9 1. States Parties shall ensure that a child shall not be separated from his or her parents against their will, except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence. 2. In any proceedings pursuant to paragraph 1, all interested parties shall be given an opportunity to participate in the proceedings and make their views known. 3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests. 4. Where such separation results from any action initiated by a State Party, such as the detention, imprisonment, exile, deportation or death (including death arising from any cause while the person is in the custody of the State) of one or both parents or of the child, that State Party shall, upon request, provide the parents, the child or, if appropriate, another member of the family with the essential information concerning the whereabouts of the absent member(s) of the family unless the provision of the information would be detrimental to the well-being of the child. States Parties shall further ensure that the submission of such a request shall of itself entail no adverse consequences for the person(s) concerned.	**Separation from parents** *The child's right to live with his/her parents unless this is deemed incompatible with his/her best interests; the right to maintain contact with both parents if separated from one or both; the duties of States in cases where such separation results from State action.*

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Article 10

1. In accordance with the obligation of States Parties under article 9, paragraph 1, applications by a child or his or her parents to enter or leave a State Party for the purpose of family reunification shall be dealt with by States Parties in a positive, humane and expeditious manner. States Parties shall further ensure that the submission of such a request shall entail no adverse consequences for the applicants and for the members of their family.

2. A child whose parents reside in different States shall have the right to maintain on a regular basis save in exceptional circumstances personal relations and direct contacts with both parents. Towards that end and in accordance with the obligation of States Parties under article 9, paragraph 2, States Parties shall respect the right of the child and his or her parents to leave any country, including their own, and to enter their own country. The right to leave any country shall be subject only to such restrictions as are prescribed by law and which are necessary to protect the national security, public order *(ordre public)*, public health or morals or the rights and freedoms of others and are consistent with the other rights recognized in the present Convention.

Article 11

1. States Parties shall take measures to combat the illicit transfer and non-return of children abroad.

2. To this end, States Parties shall promote the conclusion of bilateral or multilateral agreements or accession to existing agreements.

Article 12

1. States Parties shall assure to the child who is capable of forming his or her own views the right to express those views freely in all matters affecting the child, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided the opportunity to be heard in any judicial and administrative proceedings affecting the child, either directly, or through a representative or an appropriate body, in a manner consistent with the procedural rules of national law.

Article 13

1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) for respect of the rights or reputations of others; or

(b) for the protection of national security or of public order *(ordre public)*, or of public health or morals.

Article 14

1. States Parties shall respect the right of the child to freedom of thought, conscience and religion.

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child in the exercise of his or her right in a manner consistent with the evolving capacities of the child.

Unofficial summary of main provisions

Family reunification

The right of children and their parents to leave any country and to enter their own in order to be reunited or to maintain the child-parent relationship.

Illicit transfer and non-return

The State's obligation to try to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

The child's opinion

The child's right to express an opinion, and to have that opinion taken into account, in any matter or procedure affecting the child.

Freedom of expression

The child's right to obtain and make known information, and to express his or her views, unless this would violate the rights of others.

Freedom of thought, conscience and religion

The child's right to freedom of thought, conscience and religion, subject to appropriate parental guidance and national law.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Text

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental rights and freedoms of others.

Article 15

1. States Parties recognize the rights of the child to freedom of association and to freedom of peaceful assembly.

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of national security or public safety, public order *(ordre public)*, the protection of public health or morals or the protection of the rights and freedoms of others.

Article16

1. No child shall be subjected to arbitrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.

2. The child has the right to the protection of the law against such interference or attacks.

Article 17

States Parties recognize the important function performed by the mass media and shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health. To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and material of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international co-operation in the production, exchange and dissemination of such information and material from a diversity of cultural, national and international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority group or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being bearing in mind the provisions of articles 13 and 18.

Article 18

1. States Parties shall use their best efforts to ensure recognition of the principle that both parents have common responsibilities for the upbringing and development of the child. Parents or, as the case may be, legal guardians, have the primary responsibility for the upbringing and development of the child. The best interests of the child will be their basic concern.

2. For the purpose of guaranteeing and promoting the rights set forth in this Convention, States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible.

Unofficial summary of main provisions

Freedom of association

The right of children to meet with others and to join or set up associations, unless the fact of doing so violates the rights of others.

Protection of privacy

The right to protection from interference with privacy, family, home and correspondence, and from libel/slander.

Access to appropriate information

The role of the media in disseminating information to children that is consistent with moral well-being and knowledge and understanding among peoples, and respects the child's cultural background. The State is to take measures to encourage this and to protect children from harmful materials.

Parental responsibilities

The principle that both parents have joint primary responsibility for bringing up their children, and that the State should support them in this task.

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Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.

2. Such protective measures should, as appropriate, include effective procedures for the establishment of social programmes to provide necessary support for the child and for those who have the care of the child, as well as for other forms of prevention and for identification, reporting, referral, investigation, treatment, and follow-up of instances of child maltreatment described heretofore, and, as appropriate, for judicial involvement.

Article 20

1. A child temporarily or permanently deprived of his or her family environment, or in whose own best interests cannot be allowed to remain in that environment, shall be entitled to special protection and assistance provided by the State.

2. States Parties shall in accordance with their national laws ensure alternative care for such a child.

3. Such care could include, *inter alia*, foster placement, Kafala of Islamic law, adoption, or if necessary placement in suitable institutions for the care of children. When considering solutions, due regard shall be paid to the desirability of continuity in a child's upbringing and to the child's ethnic, religious, cultural and linguistic background.

Article 21

States Parties which recognize and/or permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration and they shall:

(a) ensure that the adoption of a child is authorized only by competent authorities who determine, in accordance with applicable law and procedures and on the basis of all pertinent and reliable information, that the adoption is permissible in view of the child's status concerning parents, relatives and legal guardians and that, if required, the persons concerned have given their informed consent to the adoption on the basis of such counselling as may be necessary;

(b) recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable manner be cared for in the child's country of origin;

(c) ensure that the child concerned by intercountry adoption enjoys safeguards and standards equivalent to those existing in the case of national adoption;

(d) take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it;

(e) promote, where appropriate, the objectives of this article by concluding bilateral or multilateral arrangements or agreements, and endeavour, within this framework, to ensure that the placement of the child in another country is carried out by competent authorities or organs.

Unofficial summary of main provisions

Protection from abuse and neglect

The State's obligation to protect children from all forms of maltreatment perpetrated by parents or others responsible for their care, and to undertake preventive and treatment programmes in this regard.

Protection of children without families

The State's obligation to provide special protection for children deprived of their family environment and to ensure that appropriate alternative family care or institutional placement is made available to them, taking into account the child's cultural background.

Adoption

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, with all necessary safeguards for a given child and authorization by the competent authorities.

Text

Article 22

1. States Parties shall take appropriate measures to ensure that a child who is seeking refugee status or who is considered a refugee in accordance with applicable international or domestic law and procedures shall, whether unaccompanied or accompanied by his or her parents or by any other person, receive appropriate protection and humanitarian assistance in the enjoyment of applicable rights set forth in this Convention and in other international human rights or humanitarian instruments to which the said States are Parties.

2. For this purpose, States Parties shall provide, as they consider appropriate, cooperation in any efforts by the United Nations and other competent intergovernmental organizations or non-governmental organizations co-operating with the United Nations to protect and assist such a child and to trace the parents or other members of the family of any refugee child in order to obtain information necessary for reunification with his or her family. In cases where no parents or other members of the family can be found, the child shall be accorded the same protection as any other child permanently or temporarily deprived of his or her family environment for any reason, as set forth in the present Convention.

Article 23

1. States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-reliance, and facilitate the child's active participation in the community.

2. States Parties recognize the right of the disabled child to special care and shall encourage and ensure the extension, subject to available resources, to the eligible child and those responsible for his or her care, of assistance for which application is made and which is appropriate to the child's condition and to the circumstances of the parents or others caring for the child.

3. Recognizing the special needs of a disabled child, assistance extended in accordance with paragraph 2 shall be provided free of charge, whenever possible, taking into account the financial resources of the parents or others caring for the child, and shall be designed to ensure that the disabled child has effective access to and receives education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to the child's achieving the fullest possible social integration and individual development, including his or her cultural and spiritual development.

4. States Parties shall promote in the spirit of international co-operation the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall be taken of the needs of developing countries.

Article 24

1. States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health. States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care services.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

(a) to diminish infant and child mortality,

Unofficial summary of main provisions

Refugee children

Special protection to be granted to children who are refugees or seeking refugee status, and the State's obligation to cooperate with competent organizations providing such protection and assistance.

Handicapped children

The right of handicapped children to special care, education and training designed to help them to achieve greatest possible self-reliance and to lead a full and active life in society.

Health and health services

The right to the highest level of health possible and to access to health and medical services, with special emphasis on primary and preventive health care, public health education and the diminution of infant mortality. The State's obligation to work towards the abolition of harmful traditional practices. Emphasis

Text

(b) to ensure the provision of necessary medical assistance and health care to all children with emphasis on the development of primary health care,

(c) to combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution,

(d) to ensure appropriate pre- and post-natal health care for mothers,

(e) to ensure that all segments of society, in particular parents and children, are informed, have access to education and are supported in the use of, basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents,

(f) to develop preventive health care, guidance for parents, and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

4. States Parties undertake to promote and encourage international co-operation with a view to achieving progressively the full realization of the right recognized in this article. In this regard, particular account shall be taken of the needs of developing countries.

Article 25

States Parties recognize the right of a child who has been placed by the competent authorities for the purposes of care, protection, or treatment of his or her physical or mental health, to a periodic review of the treatment provided to the child and all other circumstances relevant to his or her placement.

Article 26

1. States Parties shall recognize for every child the right to benefit from social security, including social insurance, and shall take the necessary measures to achieve the full realization of this right in accordance with their national law.

2. The benefits should, where appropriate, be granted taking into account the resources and the circumstances of the child and persons having responsibility for the maintenance of the child as well as any other consideration relevant to an application for benefits made by or on behalf of the child.

Article 27

1. States Parties recognize the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

2. The parent(s) or others responsible for the child have the primary responsibility to secure, within their abilities and financial capacities, the conditions of living necessary for the child's development.

3. States Parties in accordance with national conditions and within their means shall take appropriate measures to assist parents and others responsible for the child to implement this right and shall in case of need provide material assistance and support programmes, particularly with regard to nutrition, clothing and housing.

4. States Parties shall take all appropriate measures to secure the recovery of maintenance for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad. In particular, where the person having financial responsibility for the child lives in a State different from that of the child, States Parties shall promote the accession to international agreements or the conclusion of such agreements as well as the making of other appropriate arrangements.

Unofficial summary o main provisions

Health and health services (continued)

is laid on the need for internatio cooperation to ensure this right.

Periodic review of placement

The right of children placed by the St for reasons of care, protection or tre ment to have all aspects of that plac ment evaluated regularly.

Social security

The right of children to benefit fr social security.

Standard of living

The right of children to benefit from adequate standard of living, the prim responsibility of parents to provide t and the State's duty to ensure that responsibility is first fulfillable and t fulfilled, where necessary through recovery of maintenance.

THE CONVENTION ON THE RIGHTS OF THE CHILD

Text	Unofficial summary of main provisions
Article 31 1. States Parties recognize the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts. 2. States Parties shall respect and promote the right of the child to fully participate in cultural and artistic life and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.	**Leisure, recreation and cultural activities** *The right of children to leisure, play and participation in cultural and artistic activities.*
Article 32 1. States Parties recognize the right of the child to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, moral or social development. 2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of this article. To this end, and having regard to the relevant provisions of other international instruments, States Parties shall in particular: *(a)* provide for a minimum age or minimum ages for admissions to employment; *(b)* provide for appropriate regulation of the hours and conditions of employment; and *(c)* provide for appropriate penalties or other sanctions to ensure the effective enforcement of this article.	**Child labour** *The State's obligation to protect children from engaging in work that constitutes a threat to their health, education or development, to set minimum ages for employment, and to regulate conditions of employment.*
Article 33 States Parties shall take all appropriate measures, including legislative, administrative, social and educational measures, to protect children from the illicit use of narcotic drugs and psychotropic substances as defined in the relevant international treaties, and to prevent the use of children in the illicit production and trafficking of such substances.	**Drug abuse** *The child's right to protection from the use of narcotic and psychotropic drugs and from being involved in their production or distribution.*
Article 34 States Parties undertake to protect the child from all forms of sexual exploitation and sexual abuse. For these purposes States Parties shall in particular take all appropriate national, bilateral and multilateral measures to prevent: *(a)* the inducement or coercion of a child to engage in any unlawful sexual activity; *(b)* the exploitative use of children in prostitution or other unlawful sexual practices; *(c)* the exploitative use of children in pornographic performances and materials.	**Sexual exploitation** *The child's right to protection from sexual exploitation and abuse, including prostitution and involvement in pornography.*
Article 35 States Parties shall take all appropriate national, bilateral and multilateral measures to prevent the abduction, the sale of or traffic in children for any purpose or in any form.	**Sale, trafficking and abduction** *The State's obligation to make every effort to prevent the sale, trafficking and abduction of children.*
Article 36 States Parties shall protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.	**Other forms of exploitation** *The child's right to protection from all other forms of exploitation not covered in articles 32, 33, 34 and 35.*

Text

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) make primary education compulsory and available free to all;

(b) encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) make higher education accessible to all on the basis of capacity by every appropriate means;

(d) make educational and vocational information and guidance available and accessible to all children;

(e) take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international co-operation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Article 29

1. States Parties agree that the education of the child shall be directed to:

(a) the development of the child's personality, talents and mental and physical abilities to their fullest potential;

(b) the development of respect for human rights and fundamental freedoms, and for the principles enshrined in the Charter of the United Nations;

(c) the development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate, and for civilizations different from his or her own;

(d) the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin;

(e) the development of respect for the natural environment.

2. No part of this article or article 28 shall be construed so as to interfere with the liberty of individuals and bodies to establish and direct educational institutions, subject always to the observance of the principles set forth in paragraph 1 of this article and to the requirements that the education given in such institutions shall conform to such minimum standards as may be laid down by the State.

Article 30

In those States in which ethnic, religious or linguistic minorities or persons of indigenous origin exist, a child belonging to such a minority or who is indigenous shall not be denied the right, in community with other members of his or her group, to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.

Unofficial summary of main provisions

Education

The child's right to education, and the State's duty to ensure that primary education at least is made free and compulsory. Administration of school discipline is to reflect the child's human dignity. Emphasis is laid on the need for international cooperation to ensure this right.

Aims of education

The State's recognition that education should be directed at developing the child's personality and talents, preparing the child for active life as an adult, fostering respect for basic human rights and developing respect for the child's own cultural and national values and those of others.

Children of minorities or indigenous populations

The right of children of minority communities and indigenous populations to enjoy their own culture and to practice their own religion and language.

Text

Article 37

States Parties shall ensure that:

(a) No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed for offences committed by persons below 18 years of age;

(b) No child shall be deprived of his or her liberty unlawfully or arbitrarily. The arrest, detention or imprisonment of a child shall be in conformity with the law and shall be used only as a measure of last resort and for the shortest appropriate period of time;

(c) Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of their age. In particular every child deprived of liberty shall be separated from adults unless it is considered in the child's best interest not to do so and shall have the right to maintain contact with his or her family through correspondence and visits, save in exceptional circumstances;

(d) Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority and to a prompt decision on any such action.

Article 38

1. States Parties undertake to respect and to ensure respect for rules of international humanitarian law applicable to them in armed conflicts which are relevant to the child.

2. States Parties shall take all feasible measures to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.

3. States Parties shall refrain from recruiting any person who has not attained the age of 15 years into their armed forces. In recruiting among those persons who have attained the age of 15 years but who have not attained the age of 18 years, States Parties shall endeavour to give priority to those who are oldest.

4. In accordance with their obligations under international humanitarian law to protect the civilian population in armed conflicts, States Parties shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.

Article 39

States Parties shall take all appropriate measures to promote physical and psychological recovery and social re-integration of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishment; or armed conflicts. Such recovery and re-integration shall take place in an environment which fosters the health, self-respect and dignity of the child.

Article 40

1. States Parties recognize the right of every child alleged as, accused of, or recognized as having infringed the penal law to be treated in a manner consistent with the promotion of the child's sense of dignity and worth, which reinforces the child's respect for the human rights and fundamental freedoms of others and which takes into account the child's age and the desirability of promoting the child's re-integration and the child's assuming a constructive role in society.

Unofficial summary of main provisions

Torture and deprivation of liberty

The prohibition of torture, cruel treatment or punishment, capital punishment, life imprisonment, and unlawful arrest or deprivation of liberty. The principles of appropriate treatment, separation from detained adults, contact with family and access to legal and other assistance.

Armed conflicts

The obligation of States to respect and ensure respect for humanitarian law as it applies to children. The principle that no child under 15 take a direct part in hostilities or be recruited into the armed forces, and that all children affected by armed conflict benefit from protection and care.

Rehabilitative care

The State's obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social re-integration.

Administration of juvenile justice

The right of children alleged or recognized as having committed an offence to respect for their human rights and, in particular, to benefit from all aspects of the due process of law, including legal or other assistance in preparing and pre-

2. To this end, and having regard to the relevant provisions of international instruments, States Parties shall, in particular, ensure that:

(a) No child shall be alleged as, be accused of, or recognized as having infringed the penal law by reason of acts or omissions which were not prohibited by national or international law at the time they were committed;

(b) Every child alleged as or accused of having infringed the penal law has at least the following guarantees:

- *(i)* to be presumed innocent until proven guilty according to law;
- *(ii)* to be informed promptly and directly of the charges against him or her, and if appropriate through his or her parents or legal guardian, and to have legal or other appropriate assistance in the preparation and presentation of his or her defence;
- *(iii)* to have the matter determined without delay by a competent, independent and impartial authority or judicial body in a fair hearing according to law, in the presence of legal or other appropriate assistance and, unless it is considered not to be in the best interest of the child, in particular, taking into account his or her age or situation, his or her parents or legal guardians;
- *(iv)* not to be compelled to give testimony or to confess guilt; to examine or have examined adverse witnesses and to obtain the participation and examination of witnesses on his or her behalf under conditions of equality;
- *(v)* if considered to have infringed the penal law, to have this decision and any measures imposed in consequence thereof reviewed by a higher competent, independent and impartial authority or judicial body according to law;
- *(vi)* to have the free assistance of an interpreter if the child cannot understand or speak the language used;
- *(vii)* to have his or her privacy fully respected at all stages of the proceedings.

3. States Parties shall seek to promote the establishment of laws, procedures, authorities and institutions specifically applicable to children alleged as, accused of, or recognized as having infringed the penal law, and in particular:

(a) the establishment of a minimum age below which children shall be presumed not to have the capacity to infringe the penal law;

(b) whenever appropriate and desirable, measures for dealing with such children without resorting to judicial proceedings, providing that human rights and legal safeguards are fully respected.

4. A variety of dispositions, such as care, guidance and supervision orders; counselling; probation; foster care; education and vocational training programmes and other alternatives to institutional care shall be available to ensure that children are dealt with in a manner appropriate to their well-being and proportionate both to their circumstances and the offence.

Article 41

Nothing in this Convention shall affect any provisions that are more conducive to the realization of the rights of the child and that may be contained in:

(a) the law of a State Party; or

(b) international law in force for that State.

Administration of juvenile justice (continued)

senting their defence. The principle that recourse to judicial proceedings and institutional placements should be avoided wherever possible and appropriate.

Respect for existing standards

The principle that, if any standards set in national law or other applicable international instruments are higher than those of this Convention, it is the higher standard that applies.

Text

PART II

Article 42

States Parties undertake to make the principles and provisions of the Convention widely known, by appropriate and active means, to adults and children alike.

Article 43

1. For the purpose of examining the progress made by States Parties in achieving the realization of the obligations undertaken in the present Convention, there shall be established a Committee on the Rights of the Child, which shall carry out the functions hereinafter provided.

2. The Committee shall consist of 10 experts of high moral standing and recognized competence in the field covered by this Convention. The members of the Committee shall be elected by States Parties from among their nationals and shall serve in their personal capacity, consideration being given to equitable geographical distribution as well as to the principal legal systems.

3. The members of the Committee shall be elected by secret ballot from a list of persons nominated by States Parties. Each State Party may nominate one person from among its own nationals.

4. The initial election to the Committee shall be held no later than six months after the date of the entry into force of the present Convention and thereafter every second year. At least four months before the date of each election, the Secretary-General of the United Nations shall address a letter to States Parties inviting them to submit their nominations within two months. The Secretary-General shall subsequently prepare a list in alphabetical order of all persons thus nominated, indicating States Parties which have nominated them, and shall submit it to the States Parties to the present Convention.

5. The elections shall be held at meetings of States Parties convened by the Secretary-General at United Nations Headquarters. At those meetings, for which two-thirds of States Parties shall constitute a quorum, the persons elected to the Committee shall be those who obtain the largest number of votes and an absolute majority of the votes of the representatives of States Parties present and voting.

6. The members of the Committee shall be elected for a term of four years. They shall be eligible for re-election if renominated. The term of five of the members elected at the first election shall expire at the end of two years; immediately after the first election the names of these five members shall be chosen by lot by the Chairman of the meeting.

7. If a member of the Committee dies or resigns or declares that for any other cause he or she can no longer perform the duties of the Committee, the State Party which nominated the member shall appoint another expert from among its nationals to serve for the remainder of the term, subject to the approval of the Committee.

8. The Committee shall establish its own rules of procedure.

9. The Committee shall elect its officers for a period of two years.

10. The meetings of the Committee shall normally be held at the United Nations Headquarters or at any other convenient place as determined by the Committee. The Committee shall normally meet annually. The duration of the meetings of the Committee shall be determined, and reviewed, if necessary, by a meeting of the States Parties to the present Convention, subject to the approval of the General Assembly.

Unofficial summary of main provisions

Implementation and entry into force

The provisions of articles 42 - 54 notably foresee:

(i) *the State's obligation to make the rights contained in this Convention widely known to both adults and children.*

(ii) *the setting up of a Committee on the Rights of the child composed of ten experts, which will consider reports that States Parties to the Convention are to submit two years after ratification and every five years thereafter. The Convention enters into force—and the Committee would therefore be set up—once 20 countries have ratified it.*

(iii) *States Parties are to make their reports widely available to the general public.*

(iv) *The Committee may propose that special studies be undertaken on specific issues relating to the rights of the child, and may make its evaluations known to each State Party concerned as well as to the UN General Assembly.*

(v) *In order to "foster the effective implementation of the Convention and to encourage international cooperation", the specialized agencies of the UN (such as the ILO, WHO and UNESCO) and UNICEF would be able to attend the meetings of the Committee. Together with any other body recognized as "competent", including NGOs in consultative status with the UN and UN organs such as the UNHCR, they can submit pertinent information to the Committee and be asked to advise on the optimal implementation of the Convention.*

11. The Secretary-General of the United Nations shall provide the necessary staff and facilities for the effective performance of the functions of the Committee under the present Convention.

12. With the approval of the General Assembly, the members of the Committee established under the present Convention shall receive emoluments from the United Nations resources on such terms and conditions as the Assembly may decide.

Article 44

1. States Parties undertake to submit to the Committee, through the Secretary-General of the United Nations, reports on the measures they have adopted which give effect to the rights recognized herein and on the progress made on the enjoyment of those rights:

(a) within two years of the entry into force of the Convention for the State Party concerned,

(b) thereafter every five years.

2. Reports made under this article shall indicate factors and difficulties, if any, affecting the degree of fulfilment of the obligations under the present Convention. Reports shall also contain sufficient information to provide the Committee with a comprehensive understanding of the implementation of the Convention in the country concerned.

3. A State Party which has submitted a comprehensive initial report to the Committee need not in its subsequent reports submitted in accordance with paragraph 1 *(b)* repeat basic information previously provided.

4. The Committee may request from States Parties further information relevant to the implementation of the Convention.

5. The Committee shall submit to the General Assembly of the United Nations through the Economic and Social Council, every two years, reports on its activities.

6. States Parties shall make their reports widely available to the public in their own countries.

Article 45

In order to foster the effective implementation of the Convention and to encourage international co-operation in the field covered by the Convention:

(a) The specialized agencies, UNICEF and other United Nations organs shall be entitled to be represented at the consideration of the implementation of such provisions of the present Convention as fall within the scope of their mandate. The Committee may invite the specialized agencies, UNICEF and other competent bodies as it may consider appropriate to provide expert advice on the implementation of the Convention in areas falling within the scope of their respective mandates. The Committee may invite the specialized agencies, UNICEF and other United Nations organs to submit reports on the implementation of the Convention in areas falling within the scope of their activities.

(b) The Committee shall transmit, as it may consider appropriate, to the specialized agencies, UNICEF and other competent bodies, any reports from States Parties that contain a request, or indicate a need, for technical advice or assistance along with the Committee's observations and suggestions, if any, on these requests or indications.

(c) the Committee may recommend to the General Assembly to request the Secretary-General to undertake on its behalf studies on specific issues relating to the rights of the child.

(d) the Committee may make suggestions and general recommendations based on information received pursuant to articles 44 and 45 of this Convention. Such suggestions and general recommendations shall be transmitted to any State Party concerned and reported to the General Assembly, together with comments, if any, from States Parties.

PART III

Article 46

The present Convention shall be open for signature by all States.

Article 47

The present Convention is subject to ratification. Instruments of ratification shall be deposited with the Secretary-General of the United Nations.

Article 48

The present Convention shall remain open for accession by any State. The instruments of accession shall be deposited with the Secretary-General of the United Nations.

Article 49

1. The present Convention shall enter into force on the thirtieth day following the date of deposit with the Secretary-General of the United Nations of the twentieth instrument of ratification or accession.

2. For each State ratifying or acceding to the Convention after the deposit of the twentieth instrument of ratification or accession, the Convention shall enter into force on the thirtieth day after the deposit by such State of its instrument of ratification or accession.

Article 50

1. Any State Party may propose an amendment and file it with the Secretary-General of the United Nations. The Secretary-General shall thereupon communicate the proposed amendment to States Parties with a request that they indicate whether they favour a conference of States Parties for the purpose of considering and voting upon the proposals. In the event that within four months from the date of such communication at least one-third of the States Parties favour such a conference, the Secretary-General shall convene the conference under the auspices of the United Nations. Any amendment adopted by a majority of States Parties present and voting at the conference shall be submitted to the General Assembly of the United Nations for approval.

2. An amendment adopted in accordance with paragraph (1) of this article shall enter into force when it has been approved by the General Assembly of the United Nations and accepted by a two-thirds majority of States Parties.

3. When an amendment enters into force, it shall be binding on those States Parties which have accepted it, other States Parties still being bound by the provisions of this Convention and any earlier amendments which they have accepted.

Article 51

1. The Secretary-General of the United Nations shall receive and circulate to all States the text of reservations made by States at the time of ratification or accession.

2. A reservation incompatible with the object and purpose of the present Convention shall not be permitted.

3. Reservations may be withdrawn at any time by notification to this effect addressed to the Secretary-General of the United Nations who shall then inform all States. Such notification shall take effect on the date on which it is received by the Secretary-General.

Article 52

A State Party may denounce this Convention by written notification to the Secretary-General of the United Nations. Denunciation becomes effective one year after the date of receipt of the notification by the Secretary-General.

Article 53

The Secretary-General of the United Nations is designated as the depositary of the present Convention.

Article 54

The original of the present Convention, of which the Arabic, Chinese, English, French, Russian and Spanish texts are equally authentic, shall be deposited with the Secretary-General of the United Nations.

In witness thereof the undersigned plenipotentiaries, being duly authorized thereto by their respective governments, have signed the present Convention.

Done at this day of 198

Lesson 2
Handout #5 a

Right to Earliest Disaster Relief

Right to a Name and Nationality

Right to a Family System

Right to Education

Right to Health Care

Right to Protection from Abuse

Right to Special Care if Handicapped

Right to Recreation

Right to Protection from Conscription if Under 15 Years Old

Right to Peace

Right to Adequate Nutrition and Shelter

Lesson 2
Handout #5b

Shane's family cannot afford an apartment in Los Angeles. They've been sleeping in an abandoned car.

Muhenda, a 10 year old deaf girl in Uganda, has had no opportunity to learn sign language.

In Chad, 9 year old Fatima stays at home to do chores while her 10 year old brother, Habib, goes to school.

Taro and Miwa, a brother and sister in Japan, have received all immunizations required to attend school.

After an earthquake in Mexico City, Domingo, 8 years old, was housed in an emergency shelter.

A 4 year old, Chumpol, has a meal of rice three times a day in Thailand.

In the Soviet Union, Alexei, Danya, and many of their 12 year old friends are on soccer teams.

Kirima is a 10 month old Eskimo child who is constantly carried and and cuddled by members of her family.

Lesson 2
Handout #5c

Babies in Ghana receive two names: one at birth in honor of the spirit of the day, and, in a naming ceremony a week later, one of a distinguished relative.

An orphan in a Cambodian refugee camp, Phoukan, age 7, does not know if anyone in her family is still alive.

Brett, 12, and Corey, 10, brothers living in Belfast, Ireland, fear being shot or bombed on the streets outside their apartment.

Martina, 11, and Klaus, 7, notify police in Stockholm, Sweden, after being approached by a stranger who wanted to give them a ride.

When 12 year old Gan, a Vietnamese, was adopted by a Wisconsin farm family, they named him "George."

Thirteen year old Gerardo is a foot soldier in a military force in Guatemala.

RIGHTS TO SURVIVAL
RIGHTS TO DEVELOPMENT
RIGHTS TO PROTECTION
RIGHTS TO FREEDOM

Lesson 2
Handout #6

Star Tribune

Established 1867

Roger Parkinson Publisher and President
Joel R. Kramer Executive Editor
Tim J. McGuire Managing Editor
Robert J. White Editorial Editor

14A

Saturday/July 28/1990

A big kiss for children

Next fall, children will get a big buss from politicians. So what's new? Plenty, or what could be. The occasion is the world summit for children, billed as the largest gathering ever of world leaders meeting for a single, common purpose. With kids the focus of attention, the summit could also be the greatest photo opportunity ever. But because children are at stake, it must be more. This meeting could launch a new era in which old East-West or North-South divisions are superseded by consensus that the world's little citizens deserve its big citizens' best shot.

Scheduled for Sept. 29 and 30 under United Nations auspices in New York, the summit agenda will highlight the new U.N. Convention on the Rights of the Child, now up for ratification by individual countries. Expect heartfelt words about its merits. But ratifying the convention will require national soul-searching. In addition to setting minimum standards for health and education, the convention seeks to protect children from abuse and exploitation at home, at work and during war. That's controversial for poor countries where child labor is routine, and for warring countries where children are sometimes cannon fodder. It's also embarrassing for richer countries, such as the United States, where infant mortality and child poverty remain intractable problems.

World leaders need to acknowledge those problems in order to agree, individually and collectively, to fix them. For maximum effect, that agreement will need two key signatories: Presidents Bush and Gorbachev. The two countries that financed the Cold War must now agree that children have first claim on their resources. Bush joined other Western leaders at the recent summit in Houston in expressing his interest in attending, but has not made a commitment. Gorbachev also has expressed interest, but made no commitment.

Neither leader should miss this political opportunity. In this case, good politics can also produce quick results. Experience has shown, for example, that when national leaders personally stress the importance of immunization, more parents participate. UNICEF estimates that with a little more money and a lot more political emphasis, increased immunization, oral-rehydration therapy, antibiotics and family planning could save 50 million of the 150 million children who will otherwise die in the next decade. There's no excuse for not spending political capital to save those lives. There is no better place to lay out that budget than at the children's summit.

Lesson 2
Handout #7

Star Tribune

Established 1867

Roger Parkinson Publisher and President
Joel R. Kramer Executive Editor
Tim J. McGuire Managing Editor
Robert J. White Editorial Editor

18A

Friday/October 12/1990

President Bush shouldn't keep children waiting

When President Bush breezed in and out of the world summit meeting for children last month, he did more than miff other participants. He missed a one-of-a-kind opportunity to put his country at the head of the parade.

Bush uttered a few fine words on behalf of children, but left without signing the new U.N. Convention on the Rights of the Child. Americans should be ashamed that the convention went into force Sept. 2 without the U.S. signature, that the United States is not among the 126 countries that have signed it and the 49 national legislatures that have ratified it.

Why didn't the president sign this document, a brilliant point of light for the world's children? Because a few right-wingers spotted an abortion bogeyman in the convention's protections and others feared its ban on capital punishment for crimes committed by children under 18. Neither objection should rule out U.S. support for the document.

The abortion question came up several times during the 10 years that the convention was in the making. It was resolved by keeping abortion out of the document. That was enough for abortion opponents such as the Vatican and for abortion-rights proponents such as Sweden, both of which have signed it. That's not good enough for abortion opponents in the United States, who want the convention to extend rights to fetuses and who oppose its family-planning component. What's good for children should be good enough for any adult. And the convention is good for children.

The prohibition against capital punishment for minors presents a legal dilemma for the United States, where the Supreme Court has ruled such punishment constitutional. But the United States could file a reservation to that provision and endorse the rest of the document. International consensus against the death penalty for children should at least prompt reassessment by states where such punishment is legal.

That's the point. The convention would force the United States to confront its shortcomings; it would elevate children's welfare beyond muzzy sentiment to legal responsibilities. That means something in an era in which respect for international law is growing, particularly since Iraq's invasion of Kuwait.

The United States helped draft the convention; Bush has had 10 months to review it. The House and Senate have asked Bush to submit the convention for ratification. There's no excuse to keep children waiting.

Lesson 2
Handout #8a

Name: ____________________ **Date:** ________________________

Setting the Stage:

The infant that is born on earth
brings with it
the air of heaven
In its expressions,
in its smiles
even in its cry
You hear the melody of the heavens.
Hasrat Inayat Khan

Our Town, Thornton Wilder, 1936

Rebecca and George had readied themselves for bed and were engaged in one of those child-to-child conversations that carry great weight and wisdom:

Rebecca: George, is the moon shining on South America, Canada, and half the world?

George: Prob'bly is.

Rebecca: I never told you about that letter Jane Crofut got from her minister when she was sick. He wrote Jane a letter and on the envelope the address was like this; it said:
Jane Crofut; The Crofut Farm; Grover's Corner; Sutton County; New Hampshire; United States of America.

George: What's funny about that?

Rebecca: But listen, it's not finished. The Western Hemisphere, The Earth, The Solar System, the Mind of God -- that's what it said on the envelope.

George: What do you know!

Rebecca: And the postman brought it just the same.

What you think was Thornton Wilder's message:

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Notes from thoughts of your classmates: ____________________

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Lesson 2
Handout #8b

Name: ______________________ **Date:** ______________________

Maya Angelou, January 15, the birthday of Dr. Martin Luther King, 1987. Northrup Auditorium, University of Minnesota.

"I am a human being. Nothing that is human can be alien to me." This quote is attributed to Terence. In the encyclopedia you will find after his name, 'Terentius Afir, 154 B.C.' He was not born white. He was not born free and he became Rome's most popular playwright. Now if you take his advice, decide not to separate yourself from other humans, now this decision is a serious one. It means if someone takes a Mack truck, runs over babies in the street, commits the most heinous crime, you can never again say, 'Oh, I could never do that!' Not if a human being did it. You must rather say, 'I mean never to do that. I intend to use my energies constructively rather than destructively.' But is a human being did it, I have within myself all the components to do that thing and let me not separate myself from the human being.

If you do that for the negative, on the other hand, here's what you get. If a human being paints a portrait, paints a great painting, a Picasso, a Matisse, an Elizabeth Caitlin, a Mary Cassatt, that seems to reach under your rib cage and lift you up, it means you have within you the possibility of doing that thing. If a human being write a piece of music, a Mozart, a John Louis, a Stevie Wonder, if a human being writes it, you have within you..... If a human being dares to love somebody and has the unmitigated gall to accept love in return, it means you can do it. That's what it means. That's hot! Now I know that's liberating!"

"Nothing that is human is alien to me." Write what it means to you, in your own words. ______________________________

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Notes from thoughts of classmates: ______________________________

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Lesson 2
Handout #8c
Name: ____________________ **Date:** ______________________

"On Children", The Prophet, Kahlil Gibran
(As sung by Sweet Honey and the Rock)

Your children
Are not your children
They are the sons and daughters
of life's longing for itself
They come through you
but they are not from you
Though they are with you
They belong not to you

You can give them your love
but not your thoughts
They have their own thoughts
They have their own thoughts.

Your can house their bodies
but not their souls
For their souls dwell in
a place of tomorow
Which you cannot visit
not even in your dreams

Your can strive to be like them
but you cannot make them just like you
Strive to be like them
But you cannot make them just like you.

Lesson 2: Additional Resources

1. **Basic Facts About the United Nations**-A resource book that describes in summary form the basic workings of the United Nations; **Contact:** United Nations Association-USA, 485 Fifth Avenue, New York, NY, 100017-6104, 212-697-3232.

2. **In the Child's Best Interest**- A Primer (elementary level) on the UN Convention on the Rights of the Child, Third Edition, by Kay Castelle; **Contact**: Foster Parents Plan International, Defense for Children International-USA, 210 Forsyth St, New York, NY, 10002, 212-353-0951. (There are a number of Defense for Children International sections in countries outside the USA: Call/write New York Section for addresses)

3. **Children's Rights: Crisis and Challenge**- A Global Report (adults) on the Situation of Children in View of the UN Convention on the Rights of Children; **Contact:** Defense for Children International-USA (see #2 address)

4. **Come to the United Nations, It's Your World** (Poster)- The UN Secretariat Building in full color with flags of various members; **Contact**: United Nations Publications, Sales Section, Room DC2-853, Dept 701, New York, NY 10017, 212-963-8302 (North America, Latin America, Asia and the Pacific); United Nations Publications, Sales Section, Palais des Nations, 1211 Geneva 10, Switzerland, (22)7-34-60-11 Ext Bookshop (Europe, Africa,Middle East).

5. **Descriptive Map of the United Nations** (Poster) - Color poster map of the world showing member states, their population and area, as well as pinpointing locations of United Nations offices and information cewnters around the world; **Contact:** United Nations Publications (see #4 address)

6. **Human Rights Day** (December 10)- Information on the history and current activities commemorating the human rights documents; **Contact:** United Nations Department of Public Information, DC- 1061, United Nations, NY, 10017, 212-963-6862.

7. **Issues Before the 45th General Assembly of the United Nations**-An annual publication giving up-to-date information on issues addressed by the UN General Assembly; **Contact**: UNA-USA (see #1 address)

8. **The Rights of the Child-A Human Rights Fact Sheet** (booklet) on the history and development of children's rights from 1948-1990; **Contact:** Centre for Human Rights, United Nations Office at Geneva, 8-14 avenue de la Paix, 1211 Geneva 10, Switzerland; New York Office, Centre for Human Rights, United Nations, New York, NY, 10017, USA.

9. **In the Spirit of Peace**- A multicultural curriculum (elementary) that introduces children's rights issues through the experiences of children from diverse cultures; **Contact**: Defense for Children International-USA (see #2 address).

10. **State of the World's Children**-An annual report on the condition of children and the progress of world-wide efforts to improve their quality of life; abbreviated form and full text available; **Contact:** Any UNICEF office or Division of Information and Public Affairs, UNICEF House, 3 UN Plaza, New York, NY, 100017, USA.

11. **UN Charter Day** (June 26)- Information on observance and activities; **Contact**: UN Information Center, 1889 F Street NW, Washington DC 20006, 202-289-8670.

12. **United Nations Chronicle**- Official magazine covering current UN activities; **Contact:** Department of Public Information, United Nations (see # 6 address)

13. **United Nations Day** (October 24)-Information on the commemoration and observance activities; **Contact**: UNA-USA (see #1 address)

14. **United Nations System** (organizational Chart) (Poster)- Wall poster in color, showing the main UN bodies, agencies, committees and commissions; **Contact**: United Nations Publications (see #4 address)

15. **Universal Declaration of Human Rights** (Poster)-The entire text of the declaration presented on a pale blue background; **Contact:** United Nations Sales Section (see #4 address)

16. **The Universal Declaration of Human Rights: An Adaptation for Children**- A book for children based on the 1948 document by Brazilian sociologist and children's book author, Ruth Rocha; **Contact:** United Nations Publication Services (see #4 address)

17. **A Visit to the United Nations** (slides and script)-This presentation tells the history and activities of the United Nations, using actual prints from UN locations. **Contact:** Joanne Dufour, Alternate, UN Observer for the National Council for the Social Studies (NGO), 3406 SW Manning, Seattle, WA, 98126

18. **Understanding the United Nations**-A teaching module for grades 7-12 that introduces students to the importance of the UN through 10 lesson plans that teachers can readily integrate into existing courses. **Contact:** United Nations Association of Minesota, Mary Eileen Sorenson, 1929 S. 5th St. Minneapolis, MN, 55454, 612-333-2824.

LESSON THREE
The Life of Your Infant Twin

The infant that is born on earth
brings with it the air of heaven.
In its expression, in its smiles,
even in its cry
you hear the melody of the heavens.
Hazrat Inayat Khan

Objectives:

Students will choose and research a country or culture in which their infant child will live.

Based on country/culture specific information, students will prepare a birth announcement and entries in the child's "baby book" or Childhood Log.

Materials Needed:

Before introducing this lesson, the teacher may want to look at the Linkage/Network section of **Lesson 3: Resources**. Allow time for students to write/call and then get responses. Also can be used after this lesson is completed.

Lesson 3, Handout #1:	Homeland
Lesson 3, Handout #2a-c:	Childhood Log
Lesson 3, Handout #3a-f:	Naming

Set Induction:

-Have classmates share their assignment from the previous lesson. Discuss content and student reaction to content. Move them from this back to their infant twin.

-A tape of a baby crying, cooing, etc. would provide a positive auditory background for the beginning of this lesson and would help re-focus the students on the infant-twin.

-"Remember this child? Remember how you helped your body and mind remember him/her? To date, what rights can we be reasonably assured that he/she has attained?" (Perhaps only the rights to love and understanding and survival to the present. Love and understanding have been given by students in the class by way of their attention and gifts.)

-"What rights, at this very young age, could s/he already been given?" (A name and nationality; some rights of development if s/he is being fed, sheltered, clothed, and nurtured.)
-Our goal for this lesson is to select a country in which our infant twin will live and learn enough about that country, and what the life of our twin might be like within it, to prepare a way to announce his or her birth to the world.

Learning Sequence:

-"Let's begin with name and nationality. Which do you think should be determined first?" Students will, hopefully, choose nationality because nationality often influences appropriate choice of name.

-Teacher and/or students will decide how to determine which countries will be studied by which students. Following this lesson you will find a list of regions and countries within them from which students could choose a homeland for their twin. The countries have been chosen because, although there are abrogations of children's rights in all nations, economics and/or politics and history have exacerbated the needs of children in many of these countries. The study they will undertake will gain relevance if they must struggle with denial of rights to their infant twin. (See **Lesson 3, Handout #1.)** If class is comfortable with cooperative grouping, a group could choose a country from this list, with each student still having his or her own twin.

-Tell students that they will be finding further information about the country and the child to begin to fill in his or her "baby book" or childhood log. (See **Lesson 3, Handout #2 a,b,c.)** However, to begin with, students will find adequate information about the country, and therefore the child's life, to prepare a birth announcement that includes the following information and any other information you would like to include:

Child's name...and its meaning
Date and time of birth..if possible, state this information in the language of the nation in which the child was born
Birth weight
City or village, ethnic group, nation, and continent of birth
Description of child...color of skin, hair, eyes
Wish or prediction for the child's future

-Before they begin, talk some about why parents announce the birth of a child. How are they feeling when they do so? For what reasons do parents make a public announcement? In what ways do people respond to birth announcements?

-Remind students that an announcement of birth need not look like one we might find in this country. Are there ways other than a card sent in the mail to announce a birth? How is it, might it be, done in the country you are studying?

-Talk some about the importance of "name" and naming, and of first names and last names. Perhaps share with them the names and naming information that follows this lesson. (See **Lesson 3, Handout #3 a-f.)** Encourage them, once their country has been identified, to attempt to learn about the naming practices of that country before selecting a name.

-In describing the child, they must know something about the ethnicity of the country, or culture within a country, they are studying. Maya Angelou tells a story about a conversation with a good friend, a European American, who was trying to describe an African American. Maya asked, "What color is she?" The friend replied, "Well, I don't know, she is black." Maya commented that her friend, whom she had known for so many years, regardless of their closeness, could not describe the color of her (Maya's) skin. She had not been schooled in poetry of skin color. Maya wrote a poem in response; a poem rich in hues of coffee, blackberries, chocolates, caramel, mocha, honey, amber, nutmeg, Brazil nuts, and other "delicious colors". After hearing this story, students can brainstorm other colors of skin--wheat flour, rose pink, light brown sugar, peach blush, plum, malt powder, pecan, walnut, etc. Tell students to feel free to depart from the food metaphors. There are many other colors in nature that would work as well to describe skin color. The color of skin they choose for their child should be reflect the child's ethnic heritage.

Closure:

-Students will share their birth announcements with class. Find a way in which the entire class can respond to each announcement, welcoming the child into the community of the classroom. Talk about their choice of names and choice of means to announce the birth.

-Your child now has a name, a nationality, and a community into which s/he has been introduced and accepted. You can now complete the first pages of the **Childhood Log.** In our next lessons we will talk about other essential rights of your infant twin.

Lesson 3
Handout #1

Homelands

West Africa
- Senegal
- Gambia
- Guinea
- Sierra Leone
- Mali
- Liberia
- Mauritania
- Ivory Coast
- Ghana
- Togo
- Benin
- Nigeria

Southern Africa
- South Africa
- Namibia
- Botswana
- Zimbabwe
- Lesotho
- Zaire
- Swaziland
- Mozambique
- Angola
- Zambia
- Malawi
- Uganda
- Tanzania
- Burundi

North/East Africa
- Algeria
- Tunisia
- Libya
- Egypt
- Sudan
- Ethiopia
- Kenya
- Somalia
- Djibouti
- Chad

Asia
- U.S.S.R.
- Mongolia
- China
- North Korea
- South Korea
- Japan
- Taiwan

Mexico/C. America
- Mexico
- Guatemala
- Belize
- El Salvador
- Nicaragua
- Honduras
- Panama

Eastern Europe
- Bulgaria
- Hungary
- Poland
- Romania
- Yugoslavia
- Czechoslovakia
- Albania

Middle East
- Saudi Arabia
- Iran
- Iraq
- Syria
- Israel
- Lebanon
- Jordan
- Turkey

S. America (south)
- Brazil
- Boliva
- Chile
- Argentina
- Paraguay
- Uruguay

S. America (north)
- Colombia
- Venezuela
- Guyana
- Surinam
- Fr. Guiana
- Ecuador
- Peru

South Asia
Pakistan
India
Nepal
Bangladesh
Sri Lanka
Afghanistan

Southeast Asia
Myanmar (Burma)
Cambodia
Laos
Vietnam
Philippines
Malaysia
Indonesia

Lesson 3
Handout #2a-c

WELCOME
to the
PLANET EARTH

Childhood Log

for ____

Infant twin of ______________________________

Babies are such a nice way to start people.

Vital Statistics

Name ____________________________

Date ____________________ Time ____________________

Village/City ______________ Nation ____________________

Weight ________ Length __________ Hair color __________

Skin color ________________ Color of Eyes ____________

Color of eyebrows ____________ Birthmarks ______________

The Birthing ______________________________________

____

____

____

____

____

What it felt like to hold you for the first time: ______________

____

____

Your name, how it was chosen and how it was given to you: ______

____

____

____

How your birth was announced and celebrated:

The family you were born into consists of:

My wishes for you and thoughts about you:

Major happenings in the world at the time of your birth:

Lesson 3
Handout #3, a-f

IN CELEBRATION OF BIRTH AND THE GIVING OF NAMES

"In each **Ojibwe** campsite there was a birthing lodge. This was the place where a woman would go to give birth to the baby. The grandmother and the women who were appointed to be midwives would go to the lodge with her. She wouldn't be in there very long because it was a cold place; a cold place with no heat. Because of this, they didn't move her until right before the baby was born.

This is where they took my mother when I was born. We were in the rice camp. The lodge was next to a hillock where the Rum River came out of the lake. When my first cry was heard, my grandfather came to the entrance of the lodge. There, after the cord was cut, my grandmother handed me to him. He took me to the bank of the river and at five o'clock in the morning he presented me to the universe. He called upon the Great Spirit and all the spirits, asking them to look down upon this human being. "Once more a little girl has come into the world among us. We accept responsibility for her. We are asking for your help and guidance to see that this child walks right." And so I was presented to the four winds and the universe. **Rose Barstowe,** Ojibwe Elder, St. Paul, MN.

******

In **Serbian** villages of **Yugoslavia** many people belong to the Greek Orthodox Church. A Serbian baby is ten days old when his father and godfather take him to the priest to be christened. The godfather, called the **kum**, is loved and respected by the parents of the new baby. He will be the godfather to all their children. When he dies, he will pass on his position to his son so that the two families will be bound together for generations to come. The kum may live in a distant village and travel many miles, on foot or horseback, to attend the christening.

The kum must bring with him a flannel christening robe for the baby, and he also has the duty of deciding on the child's name. Whatever his choice, the parents must accept it without question. It is the godfather who speaks the name as the priest pours water over the naked child. A

Lesson 3
Handout #3b

lock of the baby's hair is cut and rolled into a ball with wax from one of the candles. The priest and the two men walk around the table three times, praying and swinging a vessel in which the wax is burning. Finally, the priest makes the sign of the cross over the baby and touches him/her several times with a crucifix.

Back at home, the baby is on display in the big kitchen. Neighbors and relatives come to admire the baby and to bring presents. The baby's grandfather plays host at a fine feast of meat stew, wine and plum brandy, with the kum as the guest of honor.

******

In **Thailand** where the majority of the people are Buddhist the newborn child is given a bath immediately. Sometimes gold and silver jewelry are put in the bath water in the hope that the child will be wealthy. One of the women present at the birth will carry the baby down the ladder, (houses are built several feet off the ground to avoid flooding in the rainy season), and touch its tiny right foot to the ground three times. The hope is that the child will grow to be as firm and as strong as the earth.

Naming is often done at the Shaving the Fire–Hair ceremony, when the baby is one month and one day old. The child's hair is shaved except for a small tuft at the top. The cut hair is put into a folded banana leaf, lined with a lotus leaf, the sacred plant of Buddha. The banana-leaf boat is floated away on a river with the words: "We ask for a life of coolness and happiness like the sacred Ganges."

******

A baby born into a **Japanese** family that practices the **Shinto** religion will be brought to the shrine to be presented to the gods. When the baby is thirty-two days old, if it's a boy, and thirty-three days old if a girl, the child is dressed in new clothes that the grandmother has made and taken in a solemn family procession to the shrine. There, the child will be presented not only to the spirits of the ancestors and great leaders and scholars of the past, but also to the nature spirits of the land itself--the spirits of the mountain, river, forest and ocean. It is thought that at this time the child will become one with the land in

Lesson 3
Handout #3c

which s/he lives and is ready to now walk in purity in the "Way of the Gods".

******

When Native American children of the **Omaha** nation were old enough to walk, boys and girls went through the ceremony of "Turning the Child", which made them full members of the people that now live in the area of eastern Nebraska, USA.

Spring was the season for "Turning the Child". The grass was greening and the birds were in full song when the herald of the nation announced the time of the ceremony. Parents with children who had learned to walk within the year, gathered near a large tent facing eastward, where a priest waited beside a fire.

While a crowd of people watched, the first mother would lead her child to the tent and say to the priest: "Holy man!. I desire my child to wear moccasins." The child and the mother entered the tent, the child carrying the new moccasins. The mother presented a gift to the priest and said: "I desire him/her to be content with the light of many days. We seek your protection; we hold to you for strength."

The priest then spoke to the child of life's end. "You shall reach the fourth hill sighing; you shall be bowed over; you shall have wrinkles; your staff shall bend under weight. I speak to you that you may be strong." He put his hand on the child's shoulder. "What you have brought me shall not be lost to you; you shall live long and enjoy many possessions; your eyes shall be satisfied with any good things."

Addressing the winds, the priest faced the child to the east and lifted him/her onto the stone, the emblem of long life, which was placed east of the fire. He turned the child around from left to right, making him/her face south, west, north and east again, while singing a song to the winds that would strengthen the child to face the trials to come: "Turned by the winds goes the one I send yonder. Goes where the four hills of life and the four winds are standing. There, in the midst of the winds, do I send you."

Lesson 3
Handout #3d

Then the new moccasins were put on the child's feet for life's journey, while the priest said again: "Here unto you has been spoken the truth. Because of this truth you shall stand. Therefore, arise! Go forth in its strength!"

At the last words, the child took four steps, the beginning of the life-journey. Then the child's new name was announced, and the priest cried out in a loud voice the final words:

> "Ye hills, ye grass, ye trees, ye creeping things both great and small,
> I bid you hear!
> The child has thrown away its baby name. Ho!"

******

In the Arab countries of the **Middle East** and the **Islamic countries of North Africa**, although there are local differences, a common religion, language and history are shared. Therefore, many names are popular in all countries where the religion of **Islam** predominates:

Boys	Girls	Meaning
Jamil	Jamileh	Pretty
Amal	Amal	Hope
Zaki	Zakieh	Intelligent
Habib	Habibi	Dear
Sa'id	Saideh	Lucky

*Do you see a pattern in the way that the male and female names are different? Is this true of most names in Moslem countries?

In much of **West Africa**, a baby is given several names and the mother decides which will be used most often. One of the names usually tells about the day of the week on which the child was born. In **Ghana**, the names are as follows:

	Boys	Girls
Sunday	Kwashie	Awushie
Monday	Kedjo	Adojoa
Tuesday	Kobla	Abla

Lesson 3
Handout #3e

Wednesday	Kwaku	Aku
Thursday	Kwao	Awo
Friday	Kofi	Afua
Saturday	Kwame	Ama

*What do you notice about all the girls' names and all the boys' names? Can you find out why this is?

******

In the African nation of **Gambia**, it is a tradition among the **Wolof** people that a child is given a name within a week of his or her birth. A special ceremony takes places in the place where the infant was born. In preparation for the arrival of guests at the naming ceremony, the child's mother sweeps the house and puts out the fire. Then she washes the baby with medicinal water. When the guests arrive with their presents, they find the new baby seated in the lap of an old woman--usually the person who helped bring the infant into the world. Nearby, there is a clay bowl containing red and white **kola** nuts. The red ones symbolize long life, the white ones good luck. During the naming ceremony, one of the elderly people rubs his or her hand over the child's head, prays, and puts saliva into the baby's ears so that the name will stay in the child's mind forever. When the infant's name is announced, everyone prays for long life and prosperity for the new child. After the ceremony is over, the guests spend the remainder of the day dancing and feasting.

******

"Many have come to teach the holiness of God,
but still there is not peace in the world.
Many have come to teach the holiness of man,
and still there is not peace in the world.
When many come to teach the holiness of children,
then there will be peace in the world."
Rabbi Schlomo Carlebach

Venezuelan Birth Day Song
May fortune smile at you
Amidst flowers and music and sweetmeats,

Lesson 3
Handout #3f

Nectar and hope,
Today, your own day.

May the moon encircle you with
Pearly fire,
And the stars admire you
From their rainbowed clouds.

*Adapted, with permission, from from **Happy Days: A UNICEF Book of Birthdays, Name Days and Growing Days.** 1969. New York: US Committee for UNICEF. 1969. New York: United States Committee for UNICEF.

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Searching Your Thoughts

1. **In every culture on earth and for all of recorded time, the birth of a baby is the occasion for joy, ritual and celebration. In your opinion, why is this so?**

2. **In looking at the ways in which the above cultures/societies/religions mark the birth of a child, and the ways in which your own birth was marked, what do they have in common? How does each "marking" meet the needs of: (1) the child; (2) the parents, and (3) the larger society?**

3. **Why do think it is that a child's name is chosen so carefully and that there is often a ceremony to accompany the giving of a name?**

4. **Is your name important to you? Have you ever wanted to change it? If so, what were your reasons? What are your thoughts on the practice of having different names for different parts/times of your life?**

Lesson 3: Additional Resources

1. **The Asia Society**- Videos on Japan and Korea; teacher resource journals on Asian leaders, Vietnam, India, Women in Asia. **Contact:** The Asia Society, 725 Park Ave, New York, NY, 10021, 212-288-6400.

2. **Cultural Arts Program**- In most areas, there is access to assembly programs, workshops, residences, inservices, and consultancies that use the arts as a window into understanding other cultures and other ways of communicating; **An example:** COMPAS, Windows Into Culture, 305 Landmark Center, 75 West 5th St, St Paul, MN 55102.

3. **Culturgram Series**- Four page description of cultural customs of many countries. **Contact:** Kennedy Center for International Studies, Briingham Young University, 280 IIRCB, Provo, Utah, 84602, 801-378-6328.

4. **Friends Around the World**- A game for 5-adults that introduces the players to customs and stories from around the world. **Contact**: Aristoplay LTD, Games for Fun and Learning, PO Box 7645, Ann Arbor, MI 48107.

5. **Pen Pals: World Geography Game**-(Ages 8 and over) A way to learn about faraway places and people in a "lively" board game; **Contact**: Metropolitan Museum of Art, 255 Gracie Station, New York, NY, 10028.

6. **See Me, See My World**- (Elementary) Teaching unit designed to increase understanding of the Third World through children's art from around the world; **Contact:** Foster Parents Plan, 155 Plan Way, Warwick, RI, 02886, 1-800-556-7918.

7. **Skipping Stones**-(elementary) A children's magazine that provides a place for children of diverse backgrounds from around the world to share their particular experiences and expressions; **Contact:** Skipping Stones/Aprovecho Institute, 80574 Hazelton Rd, Cottage Grove, Oregon, 97424, USA, 503-942-9434.

8. **Where in the World**-(Ages 8 and over) A versatile board games that acquaints players with location, culture, and economy of all the countries in the world; **Contact**: Aristoplay, LTD, Games for Fun and Learning, PO BX 7645, Ann Arbor, MI, 48107.

LINKAGE/NETWORK CONTACTS:

1. **Cross Cultural Communication Exchanges: Creating the Intercultural Classroom**- A book written by and for educators on how to establish links and connect with students and teachers from other cultures; **Contact:** Minnesota Department of Education, Roger Wangen, Social Studies and International Education, 635 Capitol Square Bldg, 554 Cedar St., St. Paul, MN 55101 (Enclose a self-addressed envelope.)

2. **Walter Enloe, University of Minnesota**- Dr Enloe is a Link Agent for educators and students in the United States and around the world. Send a self addressed, stamped envelope with the region of the country/world you want linkage **to** : Dr Walter Enloe, University of Minnesota, 105 Burton Hall, 178 Pilsbury Drive SE, Minneapolis, MN 55455.

3. **GEMNET**- a computer data base and e-mail focus on international issues and linking US and foreign schools. **Contact:** Global Education Motivators, Chestnut Hill College, Chestnut Hill, PA 19118-2615, 215-248-1150.

4. **UNESCO Associated School Projects**- A UNESCO service that connects students and schools around the world who wish to share with each other, whether it is general information or a specific task like an art show; **Contact:** UNESCO, Associated School Project, Palace of Nations, 1211 Geneva, 10, Switzerland.

LESSON FOUR
The Right to Survive

I have the audacity to believe that
peoples everywhere
can have three meals a day for their bodies,
education and culture for their minds,
and dignity, equality, and freedom for their spirits.
Martin Luther King, Jr.

The Right to Survival--through the provision of adequate food, shelter, clean water and primary health care.

The right to adequate nutrition and medical care.
The state shall take appropriate measures to: diminish infant and child mortality; ensure the provision of necessary medical assistance and health care; combat disease and malnutrition; ensure health care for expectant mothers; develop preventive health care and family planning education and services.

Objectives:

Students will continue to study chosen country with emphasis on information relative to the survival of a child born within it.

Students will identify factors that interfere with the survival prospects of a child in specific country of study.

Students will learn of some of the efforts of UNICEF and other national and international child advocacy organizations to grant children the rights of survival.

Students will construct a "survival kit" for their infant twin.

Students will add statistical and survival information to childhood log of their infant twin.

Students will find pictures in magazines and other print media illustrating child's right to survival and add them to the class collage.

Materials Needed:

Note: Yearly updates of material found in Handouts #1 and #2 of this lesson can be obtained by writing State of the Children, UNICEF, as listed in Lesson 4 Resource section.

Lesson 4, Handout #1a-c:	State of the Children: Basic Indicators, Nurtition, Health
Lesson 4, Handout #2:	UNICEF in Action
Lesson 4, Handout #3a-c:	Childhood Log
Lesson 4, Handout #4:	Articles

Set Induction:

-Our infant twins are alive, have a name, and have a nationality. Now, what will they need to stay alive?

-Have students identify the basic needs of food, clean water, shelter, clothing, and, particularly for infants living in less than ideal conditions, medical care. Discuss why these things are needed for survival.

-"Of the 30-35 infant twins of students in this class, if all were born in "less developed" countries, how many do we expect to live to adulthood?" Have students give reasons for their predictions. Read to them the following:

> "On present trends, over 100 million children will die in the 1990s - 50 million of them from just three common diseases which can be inexpensively treated or prevented. Many times that number will grow up malnourished, unhealthy, and illiterate."

-With this information in mind, we will begin to gather information about the prospects for survival in the lives of your infant twins.

Learning Sequence:

-Give students data sheets (See **Lesson 4, Handout #1a,b,** Basic Indicators 1990.) from which they can find information about their specific countries: mortality rate, infant mortality, life expectancy, per capita income, gross national product, etc. Discuss the meaning of significance of these terms and statistics.

-Have students find the **life expectancy** in their country of study and share this figure with the class. (Teacher can record figures on the overhead, chalkboard, etc. Ideally, students and teacher would have large world maps upon which they could locate countries and record data.) Compare range across the class. Which countries have the lowest life expectancy? Which the highest? What is the average life expectancy for the countries we are studying? How many people do you know, personally, that are beyond the age of life expectancy of your country of study? What is life expectancy in the United States? Can all people born in the United States expect to live to this age and not expect to die sooner or later than this age? Are there groups in the United States for which life expectancy is not the average 75 years? (Women, generally, live longer than men; life expectancy of African American males is considerably lower; the rural and urban poor have a lower life expectancy.)

-Repeat the above process with **infant mortality rate** and **under five mortality rate**, asking questions similar to those above. Record information on maps. Be sure to have students respond to the U.S. infant mortality rating of **13**, 22nd in the world, and speculate as to why there are 21 other countries with rates lower.

-Look also at **per capita income**, following a similar questioning strategy, and any of the other indicators that are of interest to you or your students. (Literacy and indicators related to it will be explored in Lesson 5: The Rights to Development.)

-"Looking at your maps and the data on them, have you any generalizations about what you see?" (Most all of the high infant and under five mortality countries are located in the southern regions of the planet--and are those countries that share a history of colonization. Countries with low per capita incomes often also have high infant mortality rates. However, many low-to-mid income countries in Eastern Europe have very low infant mortality rates.) Explore the students' thinking about reasons to explain their observations.

-The most important question: **What does this information tell you about what your twin may need for survival?** If your task is to prepare for your twin a **survival kit** that contains all that is necessary to bring him/her to at least the age of 5, what else do you need to know about conditions in the country in which s/he was born?

-climate and provision for suitable clothing
-arrangements for primary care while infant and toddler

-availability of clean water
-common childhood diseases
-availability of medical care

-Much of the above information you will need to find out on your own, through researching your country of choice. But first, we're going to explore resources from UNICEF and other United Nations organizations (See **Lesson 4, Handout #2**: UNICEF in Action) that will give us basic information about child survival on a global scale: a look at the breadth and severity of the problems and the nature of the solutions.
-Discuss their answers to questions on **Lesson 4, Handout#2.**

- •leading causes of infant death
- •description of four most fatal child health risks and what is being done/can be done to eradicate them
- •benefits of breast feeding
- •How come we don't hear much about ORT in this country? Should we?
- •Some information on the rise of communicable diseases in this country: polio, measles, tuberculosis....and what conditions are contributing to the their re-emergence.

-Did any of you find information specific to your country? Share.
What might be possible sources to find out about the survival prospects and needs of your infant twin? Encourage students to attempt to find a person from that country/culture to interview if at all possible. Second best, try to find something written by someone from the country. UNICEF/UNESCO materials listed in Resource section are excellent sources of information.

-Instruct students to find information about how the basic needs are met (or why they are not met) in their countries of study and begin to prepare a **"Survival Kit"** for their twins. Their Survival Kit should include examples (real or illustrated) of food the child might eat, listings of or symbols for the immunizations he/she should recieve, clothing and shelter representative of the child's culture, etc. At the same time, students can complete the pages of their Childhood Logs that relate to survival. (See **Lesson 4, Handout #3a-c.)**

Closure:

-Have students share their kits with classmates, explaining their choices of items within it. Also have them share what they have determined to be the greatest threats to survival.

-Ask students if there are children in the United States who share these same threats to their survival? Are their children in their own state? Are there children in their city and/or neighborhood whose survival is threatened? What threats are most significant in the neighborhood in which we live? What is being done locally, nationally, and internationally to address these threats? (See **Lesson 4, Handout #4**)

-What are the leading causes of infant death in the United States? Death of children (persons under age 18)? Can the students do anything to help? (Begin making a list of their ideas to be used in final Action lesson.)

Assignment: Find pictures, poems, headlines, story, etc. about a child's right to survival being either achieved or denied. They will share these with classmates and add them to class collage.

TABLE 1: BASIC INDICATORS

Lesson 4

Handout 1

		Under 5 mortality rate		Infant mortality rate (under 1)		Total population (millions)	Annual no. of births/infant and child deaths (0-4) (thousands)	GNP per capita (US $)	Life expectancy at birth (years)	Total adult literacy rate	% of age group enrolled in primary school Total	% share of household income 1975-1986	
		1960	1988	1960	1988	1988	1988	1987	1988	1985	1986-1988	lowest 40%	highest 20%
	Very high U5MR countries (over 170) Median	**314**	**203**	**190**	**127**	**489T**	**22588T/4684T**	**275**	**48**	**33**	**65**	..	..
1	Afghanistan	380	**300**	215	171	15.1	843/253		42	24	21		
2	Mozambique	330	**298**	190	172	14.8	669/199	170	47	39	68		
3	Mali	370	**292**	210	168	8.8	444/130	210	44	17	23		
4	Angola	346	**292**	208	172	9.5	450/131	470*	45	41	93		
5	Sierra Leone	386	**266**	219	153	3.9	191/51	300	41	30	58		
6	Malawi	364	**262**	206	149	7.9	419/110	160	47	42	66		
7	Ethiopia	294	**259**	175	153	44.7	2019/523	130	41	66[y]	37		
8	Guinea	346	**248**	208	146	6.5	305/76		42	29	30		
9	Burkina Faso	362	**233**	205	137	8.5	404/94	190	47	14	32		
10	Niger	320	**228**	191	134	6.7	343/78	260	45	14	29		
11	Chad	326	**223**	195	131	5.4	239/53	150	46	26	51		
12	Central African Rep	308	**223**	183	131	2.8	123/27	330	46	41	66		
13	Somalia	294	**221**	175	131	7.1	353/78	290	45	12*			
14	Mauritania	320	**220**	191	126	1.9	89/20	440	46	17[y]	52		
15	Rwanda	248	**206**	146	121	6.8	347/71	300	49	47	67		
16	Kampuchea	218	**199**	146	127	7.9	319/63		49	75*			
17	Yemen Dem	378	**197**	214	118	2.3	111/22	420	51	42	66		
18	Nepal	297	**197**	186	127	18.2	714/141	160	51	26	76		
19	Bhutan	297	**197**	186	127	1.5	56/11	150	48		26		
20	Yemen	378	**190**	214	115	7.5	364/69	590	51	25*	91		
21	Burundi	258	**188**	152	111	5.1	236/44	250	49	34*	67		
22	Bangladesh	262	**188**	156	118	109.6	4642/873	160	51	33	70	17	45
23	Benin	310	**185**	185	109	4.4	226/42	310	47	27	63		
24	Madagascar	364	**184**	219	119	11.2	516/95	210	54	68	94		
25	Sudan	293	**181**	170	107	23.8	1062/192	330	50	24*	49		
26	Tanzania	248	**176**	146	105	25.4	1291/227	180	53	91[y]	66		
27	Namibia	262	**176**	155	105	1.8	15/3		56				
28	Nigeria	318	**174**	190	104	105.5	5286/920	370	51	43	64		
29	Bolivia	282	**172**	167	109	6.9	297/51	580	53	75	91	12*	58*
30	Haiti	294	**171**	197	116	6.3	215/37	360	55	38	78		
	High U5MR countries (95-170) Median	**241**	**125**	**153**	**83**	**1486T**	**51592T/7237T**	**580**	**57**	**59**	**94**	..	..
31	Uganda	224	**169**	133	102	17.2	868/147	260	51	58	70		
32	Gabon	288	**169**	171	102	1.1	43/7	2700	52	62			
33	Pakistan	277	**166**	163	108	114.9	5263/874	350	57	30	40		
34	Laos	232	**159**	155	109	3.8	159/25	170	49	84	94		
35	Togo	305	**153**	182	93	3.2	146/22	290	53	41	101		
36	Cameroon	275	**153**	163	93	10.7	451/69	970	51	56	109		
37	India	282	**149**	165	98	818.8	26446/3940	300	58	43	98	16	49
38	Liberia	258	**147**	153	86	2.4	109/16	450	55	35	35		
39	Ghana	224	**146**	132	89	14.1	624/91	390	54	54	71		
40	Côte d Ivoire	264	**142**	165	95	11.6	596/85	740	53	42		9	61
41	Zaire	251	**138***	148	83*	33.8	1542/212	150	53	62	76		
42	Senegal	313	**136***	180	80*	7.0	320/44	520	46	28	60		
43	Lesotho	208	**136**	149	99	1.7	68/9	370	56	73	115		
44	Zambia	228	**127**	135	79	7.9	400/51	250	54	76	97	11	61
45	Egypt	300	**125**	179	83	51.5	1799/225	680	61	45	90	16	48
46	Peru	233	**123**	142	87	21.3	719/88	1470	62	85		7	61
47	Morocco	265	**119**	163	80	23.9	830/99	610	61	34	71		
48	Libyan Arab Jamahiriya	268	**119**	160	80	4.2	188/22	5460	61	66			
49	Indonesia	235	**119**	139	84	175.0	4822/574	450	56	74	118	14	49
50	Congo	241	**114**	143	72	1.9	84/10	870	49	63			
51	Zimbabwe	182	**113**	110	71	9.1	379/43	580	59	74	128		
52	Kenya	208	**113**	124	71	23.1	1238/140	330	59	60	96	9	60
53	Honduras	232	**107**	144	68	4.8	191/20	810	64	59	106		
54	Algeria	270	**107**	168	73	23.8	943/101	2680	63	50	96		
55	Guatemala	230	**99**	125	58	8.7	353/35	950	62	55	77		
56	Saudi Arabia	292	**98**	170	70	13.1	557/55	6200	64	51*	71		
57	South Africa	192	**95**	135	71	33.7	1062/101	1890	61				
58	Nicaragua	210	**95**	140	61	3.6	150/14	830	64	88[y]	99		
59	Myanmar	229	**95**	153	69	40.0	1242/118	200*	60	84*	81		

Note: nations are listed in descending order of their 1988 under five mortality rates (shown in bold type)

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		Under 5 mortality rate		Infant mortality rate (under 1)		Total population (millions)	Annual no. of births/infant and child deaths (0-4) (thousands)	GNP per capita (US $)	Life expectancy at birth (years)	Total adult literacy rate	% of age group enrolled in primary school Total	% share of household income 1975-1986	
		1960	1988	1960	1988	1988	1988	1987	1988	1985	1986-1988	lowest 40%	highest 20%
	Middle U5MR countries (31-94) Median	**155**	**63**	**111**	**44**	**2170T**	**50388T/2781T**	**1400**	**66**	**84**	**104**	..	..
60	Iraq	222	**94**	139	68	17 7	751/71	3020*	64	89	98		
61	Turkey	258	**93**	190	74	53 5	1502/140	1210	64	74*	117	11	56
62	Botswana	174	**92**	119	66	1 2	57/5	1050	59	71	114		
63	Iran, Islamic Rep. of	254	**90**	169	61	53 1	2175/196		66	51	114		
64	Viet Nam	233	**88**	156	63	64 2	2057/181		62	84	101		
65	Ecuador	183	**87**	124	62	10 2	359/31	1040	66	83	117		
66	Brazil	160	**85**	116	62	144 4	4066/346	2020	65	78	103	7	67
67	El Salvador	206	**84**	142	58	5 0	187/16	860	63	72	79	15	47
68	Tunisia	255	**83**	159	58	7 8	231/19	1180	66	55	116		
69	Papua New Guinea	247	**81**	165	57	3 8	145/12	700	54	45	70		
70	Dominican Rep	200	**81**	125	64	6 9	211/17	730	66	78	101		
71	Philippines	135	**73**	80	44	59 5	1947/142	590	64	86	106	14	52
72	Guyana	94	**71***	69	56*	1 0	25/2	390	70	96	90		
73	Mexico	140	**68**	92	46	84 9	2439/166	1830	69	90	118	10	58
74	Colombia	148	**68**	93	46	30 6	878/60	1240	65	82*	114		
75	Syria	218	**64**	135	47	11 6	512/33	1640	65	60	110		
76	Oman	378	**64**	214	40	1 4	63/4	5810	56	30*	97		
77	Paraguay	134	**62**	86	42	4 0	139/9	990	67	88	102		
78	Mongolia	158	**59**	109	44	2 1	82/5		64	93	102		
79	Jordan	218	**57**	135	43	3 9	182/10	1560	66	75	99		
80	Lebanon	92	**51**	68	39	2 8	82/4		67	78	125		
81	Thailand	149	**49**	103	38	54 1	1218/60	850	65	91	95	15	50
82	Venezuela	114	**44**	81	36	18 8	569/25	3230	70	87	107	10	54
83	Sri Lanka	113	**43**	70	32	16 8	380/16	400	70	87	104	16	50
84	China	202	**43**	150	31	1104 0	22202/955	290	70	69	132		
85	Argentina	75	**37**	61	32	31 5	672/25	2390	71	95	110	14	50
86	Panama	105	**34**	69	23	2 3	61/2	2240	72	89	106	7	62
87	Albania	151	**34**	112	28	3 1	74/3		72		100		
88	Korea Dem	120	**33**	85	24	21 9	623/21		69				
89	Korea Rep	120	**33**	85	24	42 6	790/26	2690	69	92*	104	17	45
90	United Arab Emirates	239	**32**	145	25	1 5	33/1	15830	71		99		
91	Malaysia	106	**32**	73	24	16 6	460/15	1810	70	74	102	11	56
92	USSR	53	**32**	38	25	283 7	5108/161	4550*	70		106		
93	Uruguay	56	**31**	50	27	3 1	58/2	2190	71	95*	110		
	Low U5MR countries (30 and under) Median	**44**	**12**	**37**	**10**	**950T**	**13043T/172T**	**7940**	**75**	**93**	**102**	**18**	**40**
94	Mauritius	104	**29**	70	22	1 1	21/1	1490	69	83	106	11	60
95	Yugoslavia	113	**28**	92	25	23 6	353/10	2480	72	91	95	19	39
96	Romania	82	**28**	69	22	23 0	356/10	2560*	70		97		
97	Chile	142	**26**	114	19	12 7	299/8	1310	72	97*	102		
98	Trinidad and Tobago	67	**23**	54	20	1 2	29/1	4210	70	96	100	13	50
99	Kuwait	128	**22**	89	19	1 9	61/1	14610	73	70	94		
100	Jamaica	88	**22**	62	18	2 4	62/1	940	74		105		
101	Costa Rica	121	**22**	84	18	2 9	79/2	1610	75	93	98	12	55
102	Bulgaria	69	**20**	49	15	9 0	115/2	4150*	72		104		
103	Hungary	57	**19**	51	17	10 6	126/2	2240	70		97	20	36
104	Poland	70	**18**	62	16	38 0	620/11	2070*	71		101		
105	Cuba	87	**18**	62	15	10 2	161/3		74	96*	104		
106	Greece	84	**18**	53	13	10 0	121/2	4020	76	92	106		
107	Portugal	112	**17**	81	14	10 2	140/2	2830	73	84	127	15	49
108	Czechoslovakia	32	**15**	26	12	15 6	222/3	5820*	71		96		
109	Israel	40	**14**	33	11	4 4	96/1	6800	75	95	95	18	40
110	USA	30	**13**	26	10	245 4	3647/47	18530	75		100	17	40
111	Belgium	35	**13**	31	10	9 9	117/1	11480	75		100	22	36
112	Germany Dem	44	**12**	37	8	16 6	211/3	7180*	73		106		
113	Singapore	50	**12**	36	9	2 6	43/1	7940	73	86	116		
114	New Zealand	27	**12**	23	10	3 3	52/1	7750	75		107	16	45
115	Spain	56	**12**	46	9	39 1	503/6	6010	77	94	113	19	40
116	Denmark	25	**11**	22	8	5 1	55/1	14930	75		99	17	39
117	United Kingdom	27	**11**	23	9	56 8	755/8	10420	75		106	18	40
118	Italy	50	**11**	44	10	57 3	629/7	10350	76	97	95	17	44
119	Australia	25	**10**	21	9	16 4	243/2	11100	76		106	15	47
120	Germany Fed	40	**10**	33	8	60 7	635/6	14400	75		103	20	39
121	Hong Kong	65	**10**	44	8	5 7	87/1	8070	76	88	106	16	47
122	Austria	43	**10**	37	8	7 5	87/1	11980	74		101		
123	Norway	23	**10**	19	8	4 2	52/1	17190	77		95	19	38
124	France	34	**10**	29	8	55 8	778/7	12790	76		113	17	42
125	Ireland	36	**9**	31	7	3 7	67/1	6120	74		100	20	39
126	Netherlands	22	**8**	18	8	14 6	174/1	11860	77		115	22	36
127	Canada	33	**8**	28	7	26 1	362/3	15160	77		105	17	40
128	Japan	40	**8**	31	5	122 4	1455/12	15760	78		102	22	38
129	Switzerland	27	**8**	22	7	6 5	75/1	21330	77			20	38
130	Sweden	20	**7**	16	6	8 3	93/1	15550	77		100	20	42
131	Finland	28	**7**	22	6	5 0	62/( )	14470	75		101	18	38

TABLE 2: NUTRITION

		% of infants with low birth weight 1982-88	% of mothers breast feeding 1980-87			% of children (1980-87) suffering from			Average index of food production per capita (1979-81 = 100) 1988	Daily per capita calorie supply as % of requirements 1984-86	% of household income spent on all food/cereals 1980-85
			3 months	6 months	12 months	moderate & severe/severe underweight (0-4 years)	moderate & severe wasting (12-23 months)	moderate & severe stunting (24-59 months)			
	Very high U5MR countries (over 170) Median	**16**	**96**	**92**	**82**	**36/8**	**17**	**46**	**95**	**90**	**52/18**
1	Afghanistan	20				/				94	/
2	Mozambique	20*	99*	96*		57/8			84	69	/
3	Mali	17*	96*		82*	31*/9*	16	34*	108	86	57/22
4	Angola	17*				/			85	82	/
5	Sierra Leone	17*	98*	94*	83*	23*/3*	26	46	89	81	47/18
6	Malawi	20*			96*	22/	8	61	83	102	55/28
7	Ethiopia			97*	95*	38*/	19*	43*	94	71	32/12
8	Guinea		100*	70*	40*	/			90	77	/
9	Burkina Faso		98*	98*	97*	/			121	86	/
10	Niger	15*	65*	30*	15*	49/	23*	38*	98	100	/
11	Chad	11*				/			105	69	/
12	Central African Rep	5*				30*/6*			83	86	/
13	Somalia					/			98	90	/
14	Mauritania	11	91	86	67	44*/8*			91	92	/
15	Rwanda	17*	97*	97*	74*	37*/8*	23	45	75	81	29/10
16	Kampuchea		100*	93*		20*/3*			141	98	/
17	Yemen Dem	13*	80*	60*	55*	26*/	8	36*	86	96	/
18	Nepal		92*	92*	82*	/			102	93	/
19	Bhutan					/			118		/
20	Yemen		73*	67*	29*	61*/	17*	69*	105	94	/
21	Burundi	9*		95*	90*	38*/10*	10	60*	102	97	/
22	Bangladesh	28	91*	86*	82*	60*/9*	17*	59*	88	83	/
23	Benin	8*	90	90	76	34*/	14		112	95	37/12
24	Madagascar	10*	95*	95*	85*	33*/8*	18	41*	91	106	58/22
25	Sudan		91*	86*	72*	41*/8*	13*		100	88	58/
26	Tanzania	14	100*	90*	70*	48/6	17		86	96	62/30
27	Namibia					/			98	82	/
28	Nigeria	20*	98*	80*	60*	/	21*		96	90	52/18
29	Bolivia	12*				15*/	1	46	95	89	33/
30	Haiti	17*		98*	88*	27*/3*	17*	51*	89	84	/
	High U5MR countries (95–170) Median	**14**	**92**	**90**	**77**	**24/4**	**7**	**34**	**95**	**102**	**43/13**
31	Uganda		85*	70*	20*	/	3*	32*	82	95	/
32	Gabon					/			82	107	/
33	Pakistan	25*		92	70	39*/10*	17*	42*	104	97	54/17
34	Laos	39		99*	93*	37/	20	44	110	104	/
35	Togo	20*		99*	90*	/			87	97	/
36	Cameroon	13*	92*	90*	77*	17*/	2*	43*	95	88	26/8
37	India	30				41*/6*			112	100	52/
38	Liberia		96*	92*	70*	35*/4*	7*	38*	93	102	/
39	Ghana	17*	91	90	72	37*/	28	31	108	76	50/
40	Côte d'Ivoire	14*	87	84	78	40*/	4*	10*	94	110	38/10
41	Zaire	13	100*	100*	86*	20*/5*	11	40*	94	98	55/15
42	Senegal	11*	94*	94*	82*	22*/6*	8	28*	103	99	53/16
43	Lesotho	11		87*		16*/2*	7	23	86	101	/
44	Zambia	14*			93*	28/	12*	41*	92	92	50/13
45	Egypt	5*	90	87	81	11*/1*	3*	34	120	132	36/7
46	Peru	9	80*	67*	37*	13*/2*	3	43	103	93	35/8
47	Morocco		92*	89*	76*	16*/4*	6	34*	122	118	48/14
48	Libyan Arab Jamahiriya					/			90	153	/
49	Indonesia	14*	98*	97*	83*	51*/1*	17*		119	116	48/21
50	Congo	12*	98*	98*	95*	24/5*	13	33	94	117	31/12
51	Zimbabwe	15*	98	96	84	12*/	1*	29*	97	89	43/9
52	Kenya	15	86*	82*	67*	/	10*	42*	90	92	42/18
53	Honduras	20*	48*	28*	24*	21/4	2*	34*	87	92	39/
54	Algeria	9*				/			95	112	/
55	Guatemala	10*		84*	74*	34*/8*	3	68*	96	105	36/10
56	Saudi Arabia	6*		91*	52*	/			236	125	/
57	South Africa	12*				/			88	120	/
58	Nicaragua	15			71*	11/1	( )	22	65	110	/
59	Myanmar	16*				38*/	17	75*	124	119	/

Note: nations are listed in descending order of their 1988 under five mortality rates (see table 1)

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Lesson 4
Handout 1

		% of infants with low birth weight 1982-88	% of mothers breast feeding 1980-87			% of children (1980-87) suffering from			Average index of food production per capita (1979-81 = 100) 1988	Daily per capita calorie supply as % of requirements 1984-86	% of household income spent on all food/cereals 1980-85
			3 months	6 months	12 months	moderate & severe/severe underweight (0-4 years)	moderate & severe wasting (12-23 months)	moderate & severe stunting (24-59 months)			
	Middle U5MR countries (31-94) Median	**9**	**80**	**70**	**48**	**22/3**	**7**	**34**	**97**	**113**	**35/10**
60	Iraq	9*				/			102	124	/
61	Turkey	8*	99*	91*	51*	12*/1*			98	125	40/
62	Botswana	8*	96	93	73	15/	19*	51*	75	96	35/13
63	Iran, Islamic Rep. of	5				43*/	23*	55*	89	138	/
64	Viet Nam	18*				52/13	12	60*	114	105	/
65	Ecuador	10*	86	74	48	10*/( )x	4	39	92	89	31/
66	Brazil	8*	66	58	34	13*/3*	2*	31*	111	111	35/9
67	El Salvador	15*	85	77	55	55/5		54*	88	94	33/12
68	Tunisia	7*	95*	92*	71*	/	3*	45*	90	123	42/10
69	Papua New Guinea	25*				35/		58	97	96	/
70	Dominican Rep	16*				12*/3*	3	26*	91	109	46/13
71	Philippines	18*	79*	70*	53*	33*/	7	42	88	104	47/
72	Guyana	11	62*	38*	22*	22/4	9	21	69	108	/
73	Mexico	15*	62*	52*	36*	/			93	135	35/
74	Colombia	15*	80*	55*	36*	12*/2*	1	27*	101	110	29/
75	Syria		88*	72*	41*	25*/2*			95	131	/
76	Oman	6	73*	50*	20*	/					/
77	Paraguay	7*	80*	77*	49*	32*/1*			117	123	30/6
78	Mongolia	10				/			95	116	/
79	Jordan	5*	80*	70*	50*	/			117	121	36/
80	Lebanon		50*	40*	15*	/				125	/
81	Thailand	12	83	79	68	26*/4*	10	28*	104	105	34/
82	Venezuela	9*	50*	40*	30*	10/	3	7	92	102	38/
83	Sri Lanka	28*	94	92	81	38*/9*	19	34*	88	110	48/21
84	China	5*	70*	60*		/			127	111	/
85	Argentina		66	36	14	/			96	136	35/4
86	Panama	8	62	53	53	16/	7	24	93	107	38/7
87	Albania	7				/			95	114	/
88	Korea Dem					/			109	135	/
89	Korea Rep	6	58*	40*	27*	/			100	122	35/
90	United Arab Emirates	7*				/					/
91	Malaysia	10	88*			/	12*	33*	138	121	30/
92	USSR	6				/			109	133	/
93	Uruguay	8*	50*	43*		7*/2*		16*	102	100	31/7
	Low U5MR countries (30 and under) Median	**6**	**47**	**30**	..	../..	..	..	**102**	**128**	../..
94	Mauritius	9*	79	55	40	24/7	16*	22*	99	121	20/4
95	Yugoslavia	7*				/			98	139	/
96	Romania	6				/			110	127	/
97	Chile	7	23*	18*	17*	3*/	1	10*	108	106	29/7
98	Trinidad and Tobago		59*	50*	14*	7*/	5	4*	71	126	/
99	Kuwait	7	47*	32*	12*	6/	2	14			/
100	Jamaica	8*	95	82	43	9*/2*	5*	9*	98	116	38/
101	Costa Rica	10	61	38	22	6/	3	8	86	124	33/8
102	Bulgaria	6				/			102	145	/
103	Hungary	10	86			/			106	135	/
104	Poland	8	32*	25*		/			102	126	/
105	Cuba	8				/	1*		105	135	/
106	Greece	6				/			100	147	/
107	Portugal	5	29	12	7	/			102	128	/
108	Czechoslovakia	6				/			122	141	/
109	Israel	7				/			100	118	/
110	USA	7	33	24		/			85	138	/
111	Belgium	5				/			116	146	/
112	Germany Dem	6				/			117	145	/
113	Singapore	6				/			83	124	19/
114	New Zealand	5				/			111	129	/
115	Spain	1				/			110	137	/
116	Denmark	6				/			119	131	/
117	United Kingdom	7	26	22		/			105	128	/
118	Italy	7*				/			98	39	/
119	Australia	6*	56	40	10	/			97	125	/
120	Germany Fed	6*				/			112	130	/
121	Hong Kong	5				/			54	121	19/3
122	Austria	6	41			/			104	130	/
123	Norway	4*				/			109	120	/
124	France	5				/			100	130	/
125	Ireland	4				/			98	146	/
126	Netherlands		33*			/			111	121	/
127	Canada	6	53	30		/			93	129	/
128	Japan	5	72	52		/			98	122	/
129	Switzerland	5*				/			108	128	/
130	Sweden	4	47	23		/			92	113	/
131	Finland	4		7*		/			99	113	/

TABLE 3: HEALTH

Lesson 4
Handout 1

		% of population with access to safe water 1985-87	% of population with access to health services 1985-87	Percentage fully immunized 1981/1987-88					ORS use rate 1986-87
				one year old children				pregnant women	
		Total/urban/rural	Total/urban/rural	TB	DPT	Polio	Measles	Tetanus	
	Very high U5MR countries (over 170) Median	**34/ 69/21**	**41/ 80/30**	**26/53**	**14/30**	**9/30**	**21/38**	**5/20**	**11.4**
1	Afghanistan	21/ 38/17	29/ 80/17	8/27	3/25	3/25	6/31	3/6	10.8
2	Mozambique	16/ 38/ 9	39/100/30	46/49	56/38	32/38	32/44	/43	13.5
3	Mali	17/ 46/10	15/ /	19/64	/18	/18	/23	1/17	2.2
4	Angola	30/ 87/15	30/ /	/32	/12	/13	/56	/19	12.0
5	Sierra Leone	25/ 68/ 7	/ /	35/73	15/25	13/25	28/38	10/50	11.4
6	Malawi	56/ 97/50	80/ /	86/90	66/82	68/80	65/78	/63	9.9
7	Ethiopia	16/ 69/ 9	46/ /	10/27	6/16	7/16	7/13	/7	22.5
8	Guinea	19/ 41/12	32/ /	4/31	/16	/16	15/27	5/6	1.0
9	Burkina Faso	67/ 43/69	49/ 51/48	16/73	2/30	2/30	23/49	11/15	15.0
10	Niger	47/ 35/49	41/ 99/30	28/39	6/16	6/16	19/24	3/8	0.6
11	Chad	/ /	30/ /	/38	/14	/14	/17	/10	1.8
12	Central African Rep	/ 13/	45/ /	26/53	12/24	12/24	16/30	13/20	14.6
13	Somalia	34/ 58/22	27/ 50/15	3/33	/25	2/25	3/28	5/26	11.7
14	Mauritania	/ 73/	30/ /	57/79	18/28	18/28	45/45	1/	1.5
15	Rwanda	50/ 79/48	27/ 60/25	51/91	17/80	15/78	42/79	5/43	4.0
16	Kampuchea	3/ 10/ 2	53/ 80/50	/58	/45	/45	/38	/3	5.8
17	Yemen Dem	54/ 85/32	30/ /	9/50	5/35	5/35	6/28	3/5	10.1
18	Nepal	29/ 70/25	/ /	32/91	16/71	1/71	2/52	4/31	14.0
19	Bhutan	/ /19	65/ /	36/86	13/70	11/76	21/36	/42	40.0
20	Yemen	42/100/25	35/ 75/24	15/41	25/29	25/29	40/28	/3	5.8
21	Burundi	26/ 98/21	61/ /	65/66	38/54	6/54	30/41	25/69	29.5
22	Bangladesh	46/ 24/49	45/ /	1/26	1/16	1/16	/13	1/11	15.0
23	Benin	52/ 80/34	18/ /	/50	/30	/30	/30	/7	12.5
24	Madagascar	32/ 81/17	56/ /	25/62	40/40	/38	/35	/6	2.1
25	Sudan	21/ 60/10	51/ 90/40	3/67*	1/53*	1/53*	1/57*	1/20*	23.1
26	Tanzania	56/ 90/42	76/ 99/72	78/94	58/81	49/81	76/88	36/54	10.6
27	Namibia	/ /	/ /	/	/	/	/	/	
28	Nigeria	46/100/20	40/ 75/30	23/72	24/58	24/57	55/59	11/20	10.5
29	Bolivia	44/ 75/13	63/ 90/36	30/27	13/39	15/40	17/44	/25	21.0
30	Haiti	38/ 59/30	70/ 80/70	60/45	14/49	3/48	/59	/56	14.1
	High U5MR countries (95-170) Median	**50/ 75/27**	**69/ 95/50**	**55/81**	**36/63**	**34/64**	**23/56**	**10/26**	**11.8**
31	Uganda	20/ 37/18	61/ 90/57	18/77	9/40	8/41	22/49	20/14	5.2
32	Gabon	92/ /	90/ /	/96	/68	/68	/71	/60	6.8
33	Pakistan	44/ 83/27	55/ 99/35	11/77	3/64	3/64	2/55	1/26	41.5
34	Laos	21/ 28/20	67/ /	4/27	7/17	7/17	7/19	2/7	7.3
35	Togo	55/ 99/41	61/ /	44/95*	9/62*	9/60*	47/74*	57/72*	8.1
36	Cameroon	33/ 43/24	41/ 44/39	8/77	5/45	5/43	16/44	/26	11.5
37	India	57/ 76/50	/ /	12/72	31/73	7/64	/44	24/58	12.0
38	Liberia	55/100/23	39/ 50/30	87/62	39/28	26/28	99/55	60/20	6.0
39	Ghana	56/ 93/39	60/ 92/45	67/56	22/33	25/33	23/47	11/19	10.0
40	Côte d'Ivoire	19/ 30/10	30/ 61/11	70/52	42/32	34/32	28/30	25/46	4.3
41	Zaire	33/ 52/21	26/ 40/17	34/59	18/41	18/41	23/44	/43	10.0
42	Senegal	53/ 79/38	40/ /	/81	/47	/47	/53	/24	3.0
43	Lesotho	36/ 65/30	80/ /	81/90	56/77	54/77	49/79	/	27.0
44	Zambia	59/ 76/41	75/ /100	72/92	44/83	77/81	21/80	/45	32.0
45	Egypt	73/ 92/56	/ /	71/80	82/87	84/87	65/84	10/88	51.0
46	Peru	55/ 73/17	75/ /	63/73	18/66	18/67	24/57	4/8	3.6
47	Morocco	60/100/25	70/100/50	/78	43/61	45/61	/58	/33	14.7
48	Libyan Arab Jamahiriya	97/100/90	/ /	55/92*	55/52*	55/52*	57/52*	6/12*	9.6
49	Indonesia	38/ 43/36	80/ /	55/82	/69	/70	/61	10/33	55.0
50	Congo	21/ 42/ 7	83/ 97/70	92/88	42/71	42/71	49/73	/47	2.0
51	Zimbabwe	/ /32	71/100/62	64/89	39/79	38/79	56/75	/22	1.3
52	Kenya	30/ 61/21	/ /	/87	/74	/75	/60	/62	26.0
53	Honduras	50/ 56/45	73/ 85/65	46/85	38/74	37/70	38/76	11/16	45.0
54	Algeria	68/ 85/55	88/100/80	59/95	33/65	30/65	17/58	/	15.0
55	Guatemala	38/ 72/14	34/ 47/25	29/38	42/47	42/55	8/54	1/18	17.0
56	Saudi Arabia	97/100/88	97/100/88	49/93	53/89	52/89	12/80	/50	38.5
57	South Africa	/ /	/ /	/	/	/	/	/	
58	Nicaragua	49/ 76/11	83/100/60	65/89	23/51	52/83	20/55	/25	23.0
59	Myanmar	27/ 36/24	33/100/11	15/45	5/23	/13	/14	6/24	21.1

Note: nations are listed in descending order of their 1988 under five mortality rates (see table 1)

Lesson 4
Handout 1

		% of population with access to safe water 1985-87	% of population with access to health services 1985-87	Percentage fully immunized 1981/1987-88					ORS use rate 1986-87
				one-year-old children				pregnant women	
		Total/urban/rural	Total/urban/rural	TB	DPT	Polio	Measles	Tetanus	
	Middle U5MR countries (31-94) Median	**76/ 90/52**	**80/ 96/67**	**60/85**	**47/78**	**47/80**	**43/69**	**18/40**	**25.0**
60	Iraq	87/100/54	93/ 97/70	76/87	13/86	16/86	33/78	4/56	43.9
61	Turkey	78/ 95/63	/ /	42/64	64/77	69/77	52/65	/7	
62	Botswana	54/ 84/46	89/100/85	80/99	64/89	71/89	68/83	32/61	35.0
63	Iran, Islamic Rep of	76/ 95/55	78/ 95/60	6/73	29/80	47/[illegible]	48/90	2/50	15.0
64	Viet Nam	46/ 70/39	80/100/75	/64^{x}	/56^{x}	/58^{x}	/54^{x}	/	20.0
65	Ecuador	58/ 81/31	62/ 90/30	82/86	26/54	19/57	31/52	4/5	24.0
66	Brazil	78/ 85/56	/ /	62/67	47/54	99/89	73/60	/	32.0
67	El Salvador	52/ 68/40	56/ 80/40	47/65	42/61	38/62	44/63	20/19	26.0
68	Tunisia	68/100/31	90/100/80	65/85	36/91	37/91	65/83	2/34	20.1
69	Papua New Guinea	27/ 95/15	/ /	64/79	50/48	32/48	/46	/17	10.5
70	Dominican Rep	63/ 85/33	80/ /	34/51	27/80	42/79	17/71	26/87	32.0
71	Philippines	52/ 49/54	/ /	61/95	51/79	44/78	/77	37/37	10.0
72	Guyana	77/100/65	89/ /	/64	45/64	37/69	/55	/57	9.8
73	Mexico	77/ 89/47	45/ /	41/72	41/60	85/95	33/70	/	27.9
74	Colombia	92/100/76	60/ /	57/99	20/74	22/94	26/74	6/40	5.6
75	Syria	76/ 98/54	76/ 92/60	36/86	14/58	14/58	14/51	3/40	28.4
76	Oman	53/ 90/49	91/100/90	49/96	9/88	9/88	6/86	27/70	18.6
77	Paraguay	29/ 53/ 8	61/ 90/38	42/56	28/57	26/82	16/63	6/64	32.4
78	Mongolia	/ /	/ /	53/53	99/79	99/74	/61	/	41.0
79	Jordan	96/100/88	97/ 98/95	/2	81/98	87/98	40/87	2/54	37.0
80	Lebanon	93/ 95/85	/ /	/	/91	/91	/81	/	2.9
81	Thailand	64/ 56/66	70/ /	71/97	52/80	22/80	/60	27/61	30.0
82	Venezuela	90/ 93/65	/ /	77/78^{x}	54/51	75/68	43/49	/	28.0
83	Sri Lanka	40/ 82/29	93/ /	58/81	45/83	49/85	/68	48/38	34.6
84	China	/ 85/	/ /	/98	/96	/95	/95	/	5.0
85	Argentina	56/ 63/17	71/ 80/21	63/74	46/61	38/70	73/68	/	2.9
86	Panama	83/100/64	80/ 95/64	77/91	49/75	50/73	53/75	/27	34.0
87	Albania	/ /	/ /	93/92	94/96	92/94	90/96	/	
88	Korea Dem	/ /	/ /	52/69	52/62	51/70	31/35	/	0.2
89	Korea Rep	77/ 90/48	93/ 97/86	42/86	61/86	62/87	5/96	/	
90	United Arab Emirates	/ /	90/ /	18/92	45/71	45/71	42/58	/	13.0
91	Malaysia	84/ 96/76	/ /	91/96	54/72	61/72	/54	20/53	10.6
92	USSR	/ /	/ /	/93^{x}	95/79^{x}	95/80^{x}	95/79^{x}	/	
93	Uruguay	85/ 95/27	82/ /	76/98	57/82	58/82	95/72	18/13	50.4
	Low U5MR countries (30 and under) Median	. ./. ./. .	. ./. ./. .	. ./90	**84/90**	**90/94**	**70/83**	. ./. .	. .
94	Mauritius	100/100/100	100/100/100	87/88	82/87	82/87	/73	1/65	4.4
95	Yugoslavia	/ /	/ /	99/87	90/90	95/90	95/92	/	
96	Romania	/ /	/ /	/95	/92	/94	/90	/	
97	Chile	94/ 98/71	97/ /	100/98	97/96	96/96	93/95	/	
98	Trinidad and Tobago	98/100/95	99/ /	/	52/80	55/82	/72	/60	53.1
99	Kuwait	/ 97/	100/ /	/3	54/69	76/69	66/63	30/2	9.6
100	Jamaica	96/ 99/93	90/ /	/96	39/82	37/83	/68	50/50	6.2
101	Costa Rica	91/100/83	80/100/63	81/87	83/87	85/86	71/97	/90	73.0
102	Bulgaria	/ /	/ /	97/99	97/99	98/99	98/99	98/	
103	Hungary	/ /	/ /	99/99	99/99	98/99	99/99	/	
104	Poland	/ /	/ /	95/95	95/98	95/99	65/96	/	
105	Cuba	/ /	/ /	97/98	67/94	82/94	49/85	/	70.0
106	Greece	/ /	/ /	95/	95/83	95/93	/82	/	
107	Portugal	/ /	/ /	74/71	75/78	16/80	70/84	/	
108	Czechoslovakia	/ /	/ /	95/99	95/99	95/98	95/98	/	
109	Israel	/ /	/ /	70/	84/87	91/93	69/89	/	
110	USA	/ /	/ /	/	/37	/24	96/82^{x}	/	
111	Belgium	/ /	/ /	/90	95/95	99/97	50/50	/	
112	Germany Dem	/ /	/ /	95/99	80/94	90/97	95/99	/	
113	Singapore	100/100/	100/100/	83/92	87/98	88/97	57/94	/90	
114	New Zealand	/ /	/ /	/20^{x}	72/70^{x}	/84^{x}	/60^{x}	/	
115	Spain	/ /	/ /	/	/74	/78	/81	/	
116	Denmark	/ /	/ /	95/85	85/94	97/100	/82	/	
117	United Kingdom	/ /	/ /	/96	44/70	71/87	52/76	/	
118	Italy	/ /	/ /	/30	/88	/95	/21	/	
119	Australia	/ /	/ /	/	/	/	/68^{x}	/	
120	Germany Fed	/ /	/ /	40/30^{x}	50/97^{x}	80/95^{x}	35/50^{x}	/	
121	Hong Kong	/ /	/ /	99/99	84/94	94/86	/85	/90	
122	Austria	/ /	/ /	90/90	90/90	90/90	90/60	/	
123	Norway	/ /	/ /	/90	/80	/80	/87	/	
124	France	/ /	/ /	80/98	79/96	80/97	/41	/	
125	Ireland	/ /	/ /	/80	36/45	76/90	/63	/	
126	Netherlands	/ /	/ /	/	97/97	97/97	93/93	/	
127	Canada	/ /	/ /	/	/85	/85	/85	/	
128	Japan	/ /	/ /	85/85^{x}	/83^{x}	/95^{x}	/73^{x}	/	
129	Switzerland	/ /	/ /	/90	/92	/98	/70	/	
130	Sweden	/ /	/ /	/12^{x}	99/99^{x}	99/98^{x}	56/93^{x}	/	
131	Finland	/ /	/ /	90/80^{x}	92/94^{x}	90/95^{x}	70/87^{x}	/	

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Lesson 4
Handout 2

UNICEF in Action

Safe Water and Sanitation:

Fact: Less than a third of the children living in developing countries have access to safe water and adequate sanitation. Since 1981, some 700 million more people in developing nations have access to safe water; 480 million more have basic sanitation. Most countries now combine safe water programs and sanitation programs with improved personal hygiene. Better pipes and handpumps help distribute water better and cut down costs. About 60% of all rural developing world families are still without water and almost 9 out of 10 have no safe sanitation.

Nutrition:

Fact: Half of children under five in developing countries suffer from nutritional anemia. Much of the child's growth is determined by the time the infant is 5 years old. UNICEF pays special attention to nutrition, by encouraging the choice of appropriate foods, by educating families about nutrition and by helping families make use of outside services.

Oral Rehydration Therapy (ORT):

Fact: Three million children under five in developing countries die each year from acute diarrhoea and related causes, the largest single cause of death of young children. Ninety six countries are now operating diarrhoeal disease control programs, which advise mothers, women's groups, religious leaders and traditional healers on the importance of the correct treatment. These programs teach people to administer (by mouth) a simple starch or sugar and salt mixture that can save the lives of thousands of diarrhoea affected children. Cost of treatment approximates only $.18 (eighteen cents).

Breast Feeding:

Fact: Millions of malnutrition-related deaths could be averted by encouraging a return to breast-feeding. UNICEF educates mothers to the fact that breastfeeding protects against the frequency, duration and severity of diarrhea. Breast milk contains at least six anti-infection agents. It is also the most nutritious and hygenic food for a baby, as well as the least expensive.

Universal Immunization:
Fact: Each year roughly three and a quarter million child die from one of the six diseases which can be prevented by immunization. The six killer diseases are measles, polio, diptheria, whooping cough, tetanus, and TB. Approximately only 40% of children in developing countries are presently fulled immunized against these diseases. The total cost of immunizing one child against the 6 child-killing and maiming diseases for a lifetime is $10.00.

Your Reflections

1. It is stated above that breast-feeding is the "most nutritious and hygenic food for a baby." In what ways might the use of formulae in developing countries not be the most practical or healthiest choice? What other areas of concern listed above might be interconnected with the breast feeding question? ______________________________

____

____

____

____

2. How is severe diarrhoea and the resulting dehydration treated in the United States? For what reasons is the ORT therapy used in developing countries (rather than the same treatment used in U.S. hospitals)? ____

____

____

____

3. Solutions to many of the world's childhood health concerns are relatively inexpensive. In your opinion, for what reasons are adequate funds not being allocated to ensure these solutions? _____________

____

____

____

____

Lesson 4
Handout #3a

Your Homeland

Latitude and Longitude: ________ Capitol: ____________________

Population: ____________________ Area: ______________________

Climate: ____

GNP/per capita: _______________ Life expectancy: ___________

Infant mortality rate: __________ Under 5 mortality: _________

Female and male adult literacy rate: male ______; Female ________

Sketch of your country: Your country's flag:

Countries and/or bodies of water that border your country: ______
____
____
____

Brief description of your country's history: ____________________
____
____
____

Lesson 4
Handout #3b

Events happening in your country at this time in history:

What I like most about your country/culture:

Lesson 4
Handout #3c

Your Rights to Survival

Foods you will eat in your first year of life: ____________________
____
Cereal: ______________________________________
Meat: _______________________________________
Vegetables and fruits: ___________________________
Milk/Dairy Products: ____________________________
Your favorite food: _____________________________
____
____

Sketch of clothing you will wear as an infant and young child:

Infant

Young Child

Sketch and verbal description of the shelter in which you will live:

____
____
____
____
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Sketch

Lesson 4
Handout #3d

The greatest threats to your survival:

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____
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____
____

Immunizations you will need: ____________________________
____
____
____
____

The Survival Kit

I have thoughtfully, lovingly, and carefully prepared for you a kit that contains, hopefully, all that you will need to survive. You will find all of the following in it:

To:______________________________________
From:____________________________________
Contents: Fragile - Handle With Care!

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Lesson 4
Handout #4

SUFFERING IN SILENCE

Changes disrupting U.S. homes

Even in better-than-average Minnesota, 186,000 children live in households with incomes below the official poverty level. That's 16.3 percent of the state's minors, up dramatically from less than 10 percent just a decade ago, but still below the national average of 21 percent.

''In this century . . . almost all developed countries have seen changes of four principal types: a decline in fertility rates, the aging of the population, erosion of the institution of marriage and a rapid increase in childbirths out of wedlock,'' Constance Sorrentino wrote.

''Each of these four trends has
a part in the transformation
nodern family,'' reported
tino, an economist with the
nent's Bureau of Labor
cs.

Romania's children with AIDS

American kids are in big trouble

Gay sues to rejoin Boy Scouts

Timothy Curran was 17 when the Boy Scouts awarded him its highest honor, the Eagle Scout rank.

But months later, Curran was summoned to a meeting at the Boy Scout's Mount Diablo Council office in nearby Walnut Creek. Executive Director Quentin Alexander told him that he could not continue in scouting because officials had learned that he had taken a male date to his senior prom. Curran said Alexander told him that "homosexuality and
v Scouting are not compatible."

kill hundreds of refugees

Many children a 600
reportedly slain eria

When will 'human' rights expand to include women?

U.S. fails its children

18 ion .-old latest victim of sex attacks in Minneapolis

America the beautiful? Not now

"A teenager who had danced on Broadway was killed in the Bronx early Tuesday morning when a sniper with a machine gun fired on his car and riddled it with bullets. The shots came from an apartment-building roof where young drug-gang members regularly shoot their weapons for thrills, the police said yesterday." — New York Times, July 26.

"A 9-year-old girl was shot in the head early yesterday in Brooklyn when a bullet the police said was fired by a man shooting wildly at an old enemy crashed into the car where she lay asleep, waiting to be carried to bed after a day at an amusement park." — New York Times, July 23.

TV just one part of the rotten sell aimed at children

Television targets children as consumers and exploits their innocence to impress goods upon them. In this regard, I've long realized that public television is only a little better than the frankly commercial brand. The desire for a stuffed "Cookie Monster," and the cookies themselves, is no different from the desire for the toy or sweet that is the star of a commercial. And a major educational method of a Children's Television Workshop program is selling — selling letters or numbers in 60-second takes.

Doctor shot wife in front of children, police say

Lesson 4: Additional Resources

1. **American Association for World Health**- Newsletter and subscription to *World Health*, official magazine of WHO UN agency; **Contact**: American Association for World Health, 2001 S Street NW, Suite 520, Washington, DC, 20069, 202-265-0268.

2. **Healthy Children, Healthy World**- Curriculum materials that will introduce students in grades 6-10 to the concepts of child survival and GOBI (an acronym that stands for **G**rowth monitoring, **O**ral rehydration therapy, **B**reastfeeding, and **I**mmunization) in ann interdisciplinary fashion. Contact: US Committee on UNICEF, 333 E 38th St, New York, NY 10016, 212-686-5522.

3. **Louder Than Words**- An anthology of work by well known artists that address the issue of homelessness; other publications will address racism, censorship, and literacy; **Contact:** Midwest Booksellers for Social Responsibilty, c/o The Hungry Mind Bookstore, 1648 Grand Ave, St. Paul, MN 55105.

4. **State of the Worlds Children**- Annual report by UNICEF with commentary and charts. **Contact:** Education Department, Att: CAGE, US Committee on UNICEF, 333 East 38th St, New York, NY 10016.

5. **UNICEF Day** (October 31)- Information and materials on observing this day, including Halloween collection boxes; **Contact**: US Committee on UNICEF-United Nations Children's Fund, 333 East 38th St, New York, NY, 10016, 212-686-5522.

6. **UNICEF (United Nations Children Fund)**- Originally (1946) designated to meet the emergency needs of children in post war regions, this organization, (entirely funded on volunteer contributions from governments, organiztions, and individuals, today) is involved in long range programmes; **Contact:** UNICEF Headquarters, UNICEF House, 3 UN Plaza, New York, NY, 10017, USA.

7. **United States Committee for UNICEF**- a national committee of the United Nations' UNICEF agency that has a variety of classroom materials and resources readily available; also greeting card catalogues; Contact: US Committee for UNICEF- United Nations Children's Fund, 212-326-7706 (see # 3 address).

8. **World Food Day (October 16)**- Information and materials on observing this day; **Contact:** National Committee for World Food Day, 1001 22nd St NW, Washington, DC, 20037, 202-653-2404.

9. **World Health Day (April 7)**-Information and materials on observing this day; resource materials also available; **Contact:** World Health Organization, NY Liaison Office, Room DC 2-0976, United Nations, NY, 10017, 212-963-6005.

10. **World Health Organization**- An intergovernmental specialized agency that reports to the UN Economic and Social Council that publishes a monthly periodical on its work and accomplishments in the health area; **Contact**: WHO, 22, Avenue Appia, 1211 Geneva, Switzerland.

LESSON FIVE
The Right to Development

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore--
And then run?
Does it stink like rotten meat?
Or crust and sugar over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?
Langston Hughes

Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.
The right to **affection, love and understanding.**
The right to **adequate nutrition and medical care.**
The right to **free education.**
The right to **full opportunity for play and recreation.**
The right to **a name and nationality.**
The right to **special care, if handicapped.**
The right to **be among the first to receive relief in times of disaster.**
The right to **learn to be a useful member of society and to develop individual abilities.**
The right to **be brought up in the spirit of peace and universal brotherhood.**

"and a shapely, sun-brown woman with a look of the most intense anticipation of good on her face. It was a face that expected everything in nature to open, unresistingly to it. A face that said YES not once but over and over again. It was one of those faces that people have when they have been sufficiently kissed as very young babies and small children." Alice Walker, **Temple of My Familiar,** p. 278.

Objectives:

Teacher and/or students will review all rights to development and choose those upon which the class will focus.

Students will identify factors that interfere with the child's right to development.

Students will identify the consequences to the child and to society (global as well as local) when children are denied the right to development.

Students will review ways in which UNICEF and other national and international efforts work to grant rights of development to children.

Students will research their chosen country in regard to rights of development and make entries relative to these rights in the Childhood Log of their infant twin.

Students will find pictures in magazines and other print media illustrating a child's right to development and add them to the class collage.

Materials Needed:

Lesson 5, Handout 1: Listing of Rights of Development
Lesson 5, Handout 2: Detailed description of Rights of Development
Lesson 5, Handout 3: "Homeless Children Come to School"
Lesson 5, Handout 4: Childhood Log

Set Induction:

-You have made survival kits for your infant twins and if your twin receives these basics, his/her chances for survival to adulthood are good. But is survival all you wanted for this child when the class made its list in the first lesson?

-The class designated some rights as **Rights of Development.** Let's first clarify what is development. In what ways do humans "develop"? Intellectually, emotionally, physically, socially, spiritually. Is one kind of development more important than another?

Learning Sequence:

-"Which rights did we decide were rights to development?" Have students review original class listing and then give them either **Lesson 5, Handout #1 or Handout #2.** In introducing this activity, be sure that the language and intent of each right is understood by students. For instance, "First to receive relief in the time of disaster."

students review original class listing and then give them either **Lesson 5, Handout #1 or Handout #2.** In introducing this activity, be sure that the language and intent of each right is understood by students. For instance, "First to receive relief in the time of disaster." From what disasters might children need relief? In what forms would "relief" come in the case of an earthquake? A war? Are there areas of the world more susceptible than others to certain kinds of disaster?

-Using **Handouts #1 and/or #2**, have students classify each right under the categories to which they are **most** primary: Is the Right to Education primarily a component of social, emotional, physical, spiritual, or intellectual development? Share classifications in small groups and with total class.

-Instruct students to individually choose five of the rights they consider most important/and or essential to a healthy life. In small groups, have students come to consensus on the three they consider the most important. Have groups report their decisions and the reasons for making their choices to the whole group. Record group choices and then discuss findings:

- Ask students to comment on the difficulty of selecting three most important.
- Were there any rights consistently reported in the top three? Why do you think these were chosen so often?
- Were any of your original choices changed by the thinking of of your classmates in sharing their choices?
- Thinking globally, which of the Rights to Development do you think are most often not available to children of the world?
- Which of the Rights to Development do you think are most often not available to children in the United States?
- What do you think is the most common cause of denial of Rights to Development?

-Read to students the statistics that follow. After each, have them individually (on paper) designate which of the Rights to Development is being abrogated. After reading, discuss as a class.

- The **Children's Defense Fund** lists the following statistics:

Every 8 seconds a child in the United States drops out of school.
Every 26 seconds a child in the United States runs away from home.
Every 60 seconds a teenager in the United States has a baby.
Every 7 minutes a child in the United States is arrested for drugs.
Every 30 minutes a child in the United States is arrested for drunk driving.
Every 53 minutes a child in the United States dies from poverty-related causes.
More than 20 percent of American chidlren live below the official poverty line.
In the United States, 100,000 children are homeless.
Over 11 million children in the U.S. have no health insurance and lack adquate access to health care.

-How important are rights to development? Do you think they are **more** important, **less** important, or **as** important as rights to survival? What might life be like for a survivor who has very few, if any, rights to development? Are there children in the world who survive without many of the rights to development?

-Are there children in this state, city, or neighborhood without many of the rights to development? Give students article **"Homeless Children Come to School"** (**Lesson 5, Handout #3**). Discuss.

-"In studying the Rights of the Child, we must constantly search for the reason **why** these rights are denied to children. You know that it is not the fault of your infant twin if it does not survive the first five years of life. It is most rarely the fault of the child's parents if the child does not survive the first five years. Then **why** does it happen? There are historical and political answers to the **why**. It is essential that we understand the forces that victimize the children and their parents in order to be able to envision solutions. If I fail, in my role in leading us through this inquiry, to ask that important question, **"WHY?"**, I encourage you to constantly bring it to our attention." Ask students about the **WHY?** related to the article they just read about the homeless children.

-"A second very important question to ask relative to this study is:

What are **the consequences** to the individual, to society, to the nation, to the world, of children being denied rights to development.? What are the costs to the individual of being severely malnourished as a child? What are the costs of that same malnutrition to the community in which that child lives? What is the cost to the nation of that child?"

-"Because there are so many rights to development, it would be a very long process to look at each one in depth. Consequently, the class will study the right to education/literacy together (See **Lesson 5, Part 2**), providing a model of sorts, for your own individual/group study of a particular right to development in the country/culture of your infant twin.

-The next step is for you to continue study of the country/culture of your infant twin, looking for information relative to his/her development and to decide upon a particular Right to Development to study in more depth--one about which you can report to your small group or to the class. This report should be specific to a Right to Development in your country/culture of study. Record information you find in **Childhood Log, Lesson 5, Handouts #4**. (It would be wise to look at the **Log** for this lesson together, before they begin, to clarify any questions they might have about what information is asked for.)

Closure:
Closure to this lesson will occur at the end of **Lesson 5, Part 2.**

Assignment: Find pictures, poems, headlines, stories, etc. about a child's rights to development being either achieved or denied. They will share these with classmates and add them to class collage.

Lesson 5
Handout #1

Rights to Development

Every child has the right to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.

The right to **affection, love and understanding.**
The right to **adequate nutrition and medical care.**
The right to **free education.**
The right to **full opportunity for play and recreation.**
The right to **a name and nationality.**
The right to **special care, if handicapped.**
The right to **be among the first to receive relief in times of disaster.**
The right to **learn to be a useful member ofsociety and to develop individual abilities.**
The right to **be brought up in the spirit of peace and universal brotherhood.**

Lesson 5
Handout #2

Rights to Development

The Right to Develop--in a safe environment, through the provision of formal education, constructive play, advanced health care and the opportunity to participate in the social, economic, religious and political life of the culture--free from discrimination.

Article 7

1. The child shall be registered immediately after birth and shall have **the right from birth to a name, the right to acquire a nationality, and, as far as possible, the right to know and be cared for by his or her parents.**

Article 8

1. States Parties undertake the respect **the right of the child to preserve his or her identity, including nationality, name and family relations** as recognized by law without unlawful interference.
2. Where a child is deprived of some or all of the elements of his or her identity, States Parties shall provide appropriate assistance and protection, with a view to speedily re-establishing his or her identity.

Article 9

1. States Parties shall ensure that **a child shall not be separated from his or her parents against their will,** except when competent authorities subject to judicial review determine, in accordance with applicable law and procedures, that such separation is necessary for the best interests of the child. Such determination may be necessary in a particular case such as one involving abuse or neglect of the child by the parents, or one where the parents are living separately and a decision must be made as to the child's place of residence.
2. In any proceedings pursuant to paragraph 1, all interested parties shall be given an oppurtunity to participate in the proceedings and make their views known.
3. States Parties shall respect the right of the child who is separated from one or both parents to maintain personal relations and direct contact with both parents on a regular basis, except if it is contrary to the child's best interests.

Article 10

1. Applications by a child or his or her parents to enter or leve a State Party for the

for the purpose of family reunification shall be dealt with by States Parties in a positive, human and expeditious manner.

2. **A child** whose parents reside in different States **shall have the right to maintain on a regular basis** save in exceptional circumstances **personal relations and direct contacts with both parents.**

Article 18

1. **States Parties shall use their best efforts to ensure** recognition of the principle that **both parents have common responsibilities for the upbringing and development of the child.**

2. States Parties shall render appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children.

3. States Parties shall take all appropriate measures to ensure that children of working parents have the right to benefit from child care services and facilities for which they are eligible.

Article 23

1. **States Parties recognize that a mentally or physically disabled child should enjoy a full and decent life, in conditions which ensure dignity, promote self-relieance, and facilitate the child's active apricpation in the community.**

2. States Parties shall promote in the spirit of international cooperation the exchange of appropriate information in the field of preventive health care and of medical, psychological and functional treatment of disabled children, including dissemination of and access to information concerning methods of rehabilitation education and vocational services, with the aim of enabling States Parties to improve their capabilities and skills and to widen their experience in these areas. In this regard, particular account shall betake of the needs of developing countries.

Article 24

1. **States Parties recognize the right of the child to the enjoyment of the highest attainable standard of health and to facilities for the treatment of illness and rehabilitation of health.** The States Parties shall strive to ensure that no child is deprived of his or her right of access to such health care service.

2. States Parties shall pursue full implementation of this right and, in particular, shall take appropriate measures:

   a. To diminish infant and child mortality
   b. To ensure the provision of necessary medical assistance and health care to all

children with emphasis on the development of primary health care.

c. To combat disease and malnutrition including within the framework of primary health care, through *inter alia* the application of readily available technology and through the provision of adequate nutritious foods and clean drinking water, taking into consideration the dangers and risks of environmental pollution,

d. To ensure appropriate pre- and post-natal health care for expectant mothers,

e. To ensure that all segments of society, in particular parents and children, are informed, have access to education and are suported in the use of, basic knowledge of child health and nutrition, the advantages of breast-feeding, hygiene and environmental sanitation and the prevention of accidents,

f. To develop preventive health care, guidance for parents, and family planning education and services.

3. States Parties shall take all effective and appropriate measures with a view to abolishing traditional practices prejudicial to the health of children.

Article 26

1. States Parties shall recognize for every child **the right to benefit from social security, including social insurance.**

Article 27

1. States Parties recognize **the right of every child to a standard of living adequate for the child's physical, mental, spiritual, moral and social development.**

2. The parent(s) or others resposonsible for the child have the primary responsibility to secure, within their abilities, the conditions of living necessary for the child's development. States Parties shall take appropriate measures to assist parents and others responsible for the child to implement this right.

3. States Parties shall take all appropriate measures to secure the recovery of maintenance (child support payments) for the child from the parents or other persons having financial responsibility for the child, both within the State Party and from abroad.

Article 28

1. States Parties recognize **the right of the child to education**, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

a. make primary education compulsory and available free to all;

b. encourage the development of different forms of secondary education, make them available and accessible to every child;

c. make higher education accessible to all on the basis of capacity by every appropriate means;

d. make educational and vocational information and guidance available and accessbile to all children;

e. take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education.

Article 29

1. States Parties agree that **the education of the child shall be directed to:**

a. the **development of the child's personality, talents, and mental and physical abilities to their fullest potential**;

b. the **development of respect for human rights and fundamental freedoms**, and for the principles enshrined in the Charter of the United Nations;

c. the **development of respect for the child's parents, his or her own cultural identity, language and values, for the national values of the country in which the child is living, the country from which he or she may originate,and for civilizations different from his or her own;**

d. the **preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality to sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin**;

e. the **respect for the natural environment.**

Article 30

In those states in which ethnic, religious or linguistic minorites or persons of indigenous origin exist, a **child belonging to such a minority or who is indigenous shall not be denied the right**, in community with other members of his or her group, **to enjoy his or her own culture, to profess and practice his or her own religion, or to use his or her own language.**

Article 31

1. States Parties recognize **the right of the child to rest and leisure, to engage in play and recreational activities appropriate to the age of the child and to participate freely in cultural life and the arts.**

2. State Parties shall respect and promote **the right of the child to fully participate in cultural and artistic life** and shall encourage the provision of appropriate and equal opportunities for cultural, artistic, recreational and leisure activity.

Lesson 5
Handout #3

HOMELESS CHILDREN COME TO SCHOOL

BY KARIN CHENOWETH AND CATHY FREE

IN CLASSROOMS across the country, there are children who come to school each morning after spending the night in barracks-style shelters. All too often, instead of spending their evenings doing homework, they've had to keep a watchful eye on drug abusers, street criminals, or former mental patients living alongside them. Frequently separated from other family members, wearing clothing that may make them targets of ridicule, and denied a decent breakfast—thanks to shelter policies that rigidly schedule meals without regard to school opening times—these youngsters may be too busy keeping body and soul together to learn the lessons, the sports, and the social skills that we are trying to teach.

According to the Children's Defense Fund, these youngsters are among an estimated 50,000 to 500,000 homeless children, many of whom are of school age. The National Conference of Mayors estimated that in 1988 the demand for shelter by families increased by 22 percent after increasing 32 percent in 1987.

The increasing number of homeless children means schools will have to become more responsive to their special needs. This will mean rethinking certain bureaucratic rules—for example, homeless children often have been denied admission to school because their parents were unable to produce the coin of the realm: the necessary birth certificates, guardianship papers, and immunization records. School attendance may also be foreclosed by lack of money for transportation to a school no longer nearby, for school supplies, and for adequate clothing. Schools may also have to get involved in providing or coordinating such special services as health care, counseling services, and before- and after-school care, and special tutoring programs—services that would benefit the non-homeless as well.

This autumn, Congress will consider amendments to the McKinney Act on Education for Homeless Children that address these issues and fund demonstration projects that model how best to provide needed services to homeless children.

The lives they live and the problems they bring to school are best described by the students themselves.

• • •

ANTHONY, *12, has lived in the Capital City Inn and Pitts Motor Hotel, two shelters run by the Washington, D.C., government that are most notorious for drug dealing and violence. When he and his mother left one of the shelters to live in an apartment, drug gangs used their new home as a crack house. For one year, Tony lived with his brother and stepfather and attended Middleton Valley Academy, a public school outside Washington. In August, he moved back with his mother, who again was living in a city shelter. In August, Tony still did not know what school he would be attending in the fall.*

Interviews of Washington, D.C.-area children were conducted and edited by Karin Chenoweth, a freelance writer. Salt Lake City interviews were conducted and edited by Cathy Free, a writer for the Salt Lake Tribune *who, along with photographer George Janecek, is preparing a book on homeless children.*

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Middleton Valley—that's my best school, because they taught me a lot, and you go on nice trips. They taught us upper math when I was in the fifth grade. They taught us upper English. They don't know about saying it's hard.

Middleton Valley was my favorite school, because they had good teachers and they calmed me down. When I went there, I was the wildest kid there. I used to be getting into fights all the time. And I was lazy and didn't do my work. But they calmed me down and got me back on track. My teacher—I thought she would give me a D—but she gave me a C in behavior. When I saw that C, it made me cry. I knew she had confidence in me. After that I was on the right track.

When I first got there, I looked ugly and people called me stinky. I ain't had any friends. I wore pants so tight they cut off my circulation. And my shirt was big, the sleeves hung down. It was my brother's shirt. I wanted to cry. I used to cry a lot, I'll be honest with you. Then I told my sister, and she bought me some clothes. They was cool. They made me look good...That's why I love my sister. She's like a second mother to me. She always made sure I had food and clothes.

When the teacher asks where I live, I just ignore her or tell her no, I don't want to tell you, it's private. When the kids find out you live in a shelter, they make fun of you, call you stinky. One time, the first day I went, I only went one day, and never went back. 'Cause they teased me. I ditched school for a week, then went to another school. My mother transferred me. At [the new school] they didn't care I was in the shelter.

[The shelter I'm living in now] is clean, I'll give it that. The only thing wrong is it has giant rats. Not inside, but just outside. The Pitts, that was filthy. Capital City—that's tore down, now—that was the filthiest. Lots of violations. Not fit for human habitation.

[Living in the shelter] is very difficult. People are running up and down, babies crying, a lot of troubles. Not too many drugs in this one, but in every other one. . .

My best friend's mother got shot for being a witness. She had a baby. She saw a robbery and she testified. And they came out and shot her. Her son was my best friend, and I used to go with his sister. The father is left with seven kids. She was real nice. She be one of the nicest ladies in the shelter. She'd give the kids money sometimes.

I want to be a lawyer. If I can go to college, I want to be a lawyer or a doctor. If I don't get the grades or the money for college, I'll go into the army or be a policeman and move to L.A., because that's where the action is. I want to be part of the action.

I want two or three kids. And I want to bring them up different from what I lived. I don't want them living in a shelter.

PHOTOGRAPH BY EARL DOTTER

CRYSTAL, *17, lives at Washington D.C.'s Independent Living Program of the Sasha Bruce Youthwork. She is working for her high school equivalency.*

I dropped out of eighth grade because my mother was homeless at the time and I didn't want people to know I was living at the shelter. Plus, I was smoking drugs, and drugs was on my mind. PCP, crack cocaine, and alcohol. [To get the money] I did whatever I had to do.

We came from New Jersey—Paterson. My cousins used to steal my mother's money. She would get a check and pay the rent, and they would steal the rest of the money. My mother got tired of it, so she went to the shelter. Then they moved us into this apartment, and there was only one bedroom, so my mother took us to another shelter [the Capital City Inn, in Washington, D.C.]. At the shelter I started smoking cocaine. Everybody was smoking crack cocaine there.

You can't be nothing without an education. [I want to be a] surgical nurse or computer operator. I always wanted to be a nurse. When I was little, I would always play nurse and bandage up with Band-Aids. And I always liked computers, too. [After I get my GED] I'll go to nursing school [or a computer training program].

When I was in the fifth grade, I was smoking PCP. I wanted to learn, but I couldn't comprehend because of the PCP. I was smoking all the time, and it was like I couldn't function. But I still passed.

I thought [smoking PCP] was good, because everybody else was smoking it. But I didn't notice until last year that it had an effect on me, that I couldn't learn because drugs were eating up my brain cells. . .

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PHOTOGRAPH BY GEORGE R. JANECEK

JACOB *is 11 years old and the oldest of seven children. His family has been on the move, traveling from one town to the next, all of his life. For three months, his family lived in Salt Lake City's family shelter.*

It's not hard to say good-bye to friends anymore. I can say good-bye easy. I'm used to it, now. All my life, we've traveled off and on because my daddy likes to travel. The earliest thing I remember was when I was 6, and we traveled down to San Bernardino, California, where I was born. This time, my daddy came here because he says he wants a new job and wants to get a house for cheap. I don't really understand it, I guess. The last time we were in Salt Lake City in the summer of, I think, 1987, we stayed at the shelter three months, then moved into a nice house. Daddy had a good job, and I thought we were going to stay. But we left again. We always leave.

I've lived all over—Washington, North Carolina, Montana, California, Oregon, Utah, and a few places I was too little to remember. I've been to a lot of schools—about ten, I think. The longest time I ever went to school was when we lived in Oregon for a lot of years. My daddy was a craftsman in Oregon. He made a lot of metal tools. We even had ourselves a five-bedroom house, and I had my own room because I'm the oldest. In my room, I put all my posters on the wall, and I had a dresser where I used to stack my little drawings. I had my own bunk bed.

I don't like to travel. My mom doesn't either. She keeps saying that if Daddy keeps traveling, she's going to run away. See, when you travel, you have to sleep in the car and sit for hours and hours, from 8 in the morning until 10 at night. We don't stop except for getting gas and something to eat or going to the bathroom.

Traveling, we usually don't get nothing hot to eat. We eat donuts for breakfast, and for lunch we get stuff for sandwiches. Dinner is usually donuts and milk or potato chips. If there's no money, we usually get donation money by stopping at a church. They'll usually put you in a motel and tell you where to get something free to eat. Sometimes, you want more to eat, but you don't dare say anything because there's too many other people who need to eat, too. So you just sit there. The longest I ever went without food was one whole day. I was real glad to get something the next morning.

Because we've traveled so much, I've missed a lot of school. The last time I was in school before now was when we were in this shelter last year. And we only got to go a few days because we left the shelter in September, right after school started. So I missed a whole year. Usually, Daddy would drive us to a school near where we were camping, but this time, we didn't do that because we were moving so much. I'm supposed to be in the fifth grade, but I'm in the third, because I'm so far behind.

I got lonely, not going to school. The first day coming here we got so excited about going to school again, we kept telling Mom, "Hurry, hurry! Let's get ready! We're going to miss it!" Stacey, the teacher, was surprised at how good my reading was and asked me how come I knew so much. I told her that I'd been practicing, so the next time I went to school, I'd know exactly what to do. I love doing mathematics. On the road, I'd have Mom make up some problems for me, and I'd solve them. And I'd practice my spelling while we traveled, too. We'd pass a sign on the road and I'd memorize how it was spelled. There were names of towns, cafes, stores—that kind of stuff. I'd spell it out loud in the car and Mom would tell me if I got it right.

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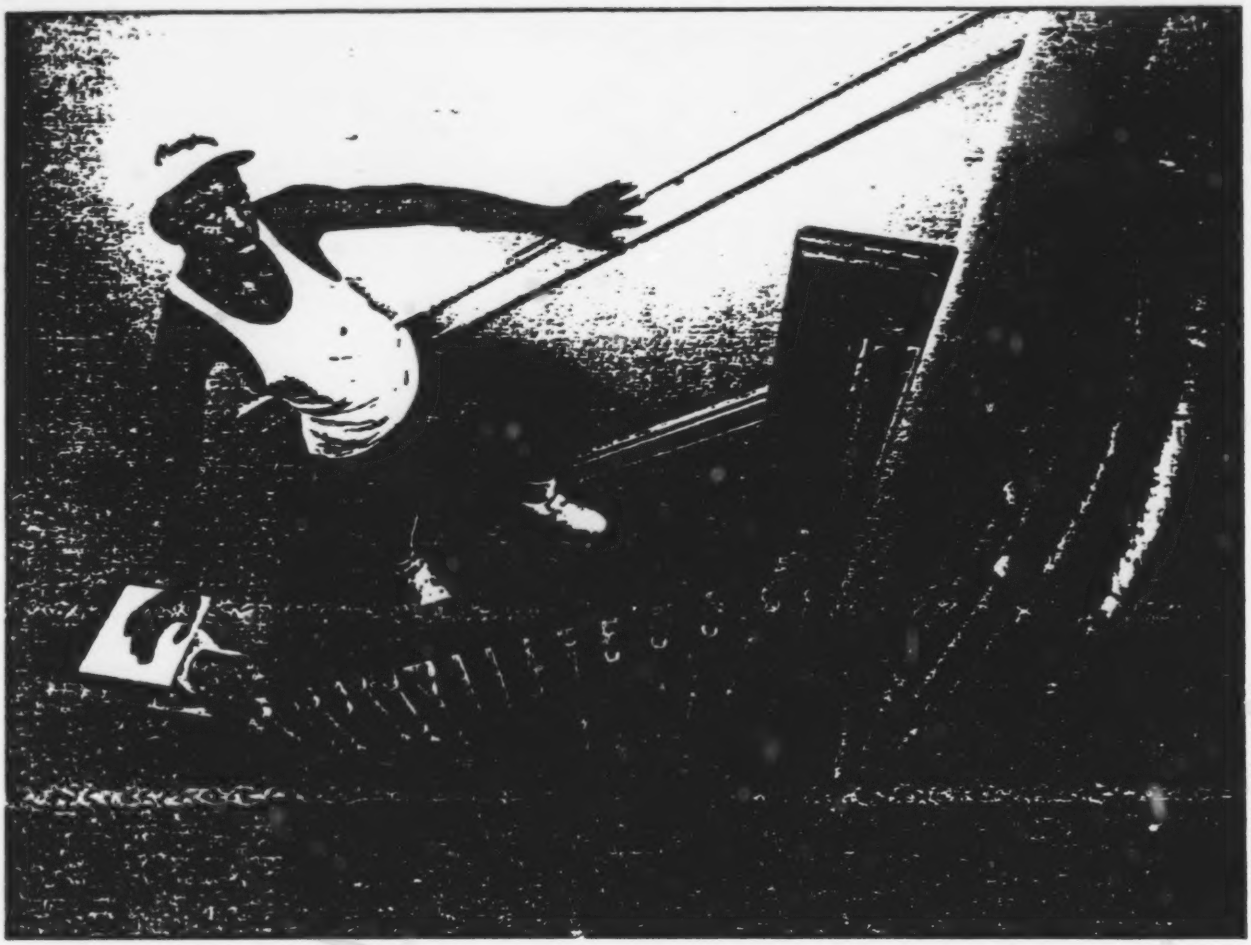

PHOTOGRAPH BY EARL DOTTER

JOHN, *16, is living in the Independent Living Program of the Sasha Bruce Youthwork. He is preparing to enter tenth grade.*

I can't stay with my grandmother, 'cause she's in a senior citizen home. And I can't stay with my mother, because—I like her but I can't stand her attitude. I can't stay with my father because I don't know where he is. He don't stay with his girlfriend any more. I got some [aunts and uncles], but I don't really know where any of them are at.

When I was going to elementary school, I just kept getting transfered from school to school. My mother said she didn't feel it was a good school. One year I got transfered at least five times in one year. I had to stay back, because I never got to complete the whole semester.

And then she said I was doing good. I was getting As and Bs or Bs and Cs, something like that. I ain't never brought home a bad grade. Except for when I got in junior high, in the seventh grade, because I started hooking school and stuff, and then I started doing drugs and stuff like that, and then I didn't want to go to school no more.

This boy I used to know—he was getting [the cocaine] from somebody. He was selling it for them, and I was selling it for him. . . He'd give me a certain amount, tell me to sell that. I'd bring him back the money, and he'd give me what I earned. And then after that, I'd go buy some shoes and clothes. In one night I'd earn at least about $1,000. Every night I had about $500. I had about fifty pair of tennis shoes. I had a lot of clothes, but I had more shoes than I had clothes. I had a whole lot of sweatsuits.

Really I don't think it's worth it. When you're selling drugs, you've got to watch your back all the time to see if somebody's going to rob you or if the police can come and lock you up.

Most of the time I have to control my attitude. Because when I was in the fourth grade, I had this real bad attitude. If somebody made me mad, I would just curse them out. I'm trying to get away from that. It gets me in trouble like that. It keeps me away from a lot of things in life that I want.

[I want to] try and become an artist or a carpenter. Mostly I like to work with my hands. It don't really have to be a carpenter; it could be like working on cars or something. I like to make things and work on something.

I stopped dealing drugs because I felt that education was more important than money. You can always get money. . .

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PHOTOGRAPH BY GEORGE R. JANECEK

KATRINA *is 10 and lived at Salt Lake City's homeless shelter with her mother, stepfather, and 17-year-old sister. The family was evicted from their Midvale, Utah, apartment. "My mom lost her job," she says, "and was behind on the rent. The man told us we had two hours to get out and we didn't know where else to go. So we came here."*

I hate being homeless. People look at you like you're no good. I'm embarrassed when people come in to bring clothes or food and see me here, because they're rich and I'm not. When I get older, I want to ride in a big limo for a few hours to see what it's like to be rich. I've always wondered what it would be like to buy whatever I want. If I were rich, I wouldn't have to eat slop from the soup kitchen and stand in line with all those homeless men. They sometimes scare me. I don't want to end up like them—old and dirty, living in the gutter and getting beat up all the time.

But I know what it's like to be beat up, too. I hated living in Midvale because every day I was beat up by stuck-up girls, and teachers were always grabbing my arm real hard when I was noisy and kicking me out of class. At that school in Midvale, other kids would give me dirty looks and tease me. Sometimes, I'd have to wear the same clothes twice, or I'd get up late and have to run to school without brushing my hair. I didn't look as nice as the other kids. I didn't have new clothes, so they'd push me and tease me.

I remember this one girl, Sarah. Everybody thought she was real pretty, but I thought she was ugly because she was mean. She'd call me names in front of everybody. She'd call me "poor." "Poor girl, poor girl!" That's what she'd say. One day, I got real mad at her and pushed her as hard as I could. I tried to ignore her, but I couldn't. I had to stick up for myself. So I got in trouble for it, and the principal sent me home. But I didn't care. I was glad I stuck up for myself.

Here at this school, I still don't have very many friends, but at least nobody bothers me. I do pretty good at math, and the teacher is nice to me. A lot of times, I don't get much work done though, because I like to sit and imagine other things. I keep telling myself that I wish I weren't here and that I had a lot of money.

KARI *is 13 years old. She was traveling with her family from Florida when their car broke down ten miles outside of Salt Lake City. This is the second time in one and one-half years that they have stayed at Salt Lake City's homeless shelter.*

I was born in Thousand Oaks, California, but I grew up everywhere. I don't know why my parents keep moving all over—I guess it's just that my dad likes to travel. He gets bored in one place, doing the same job. My whole life we've traveled around. I'll bet I've lived in twelve or thirteen states, maybe more. In some towns, we'd just stay one night and leave. Other times we'd stay a few weeks or a few months. I haven't lived any place longer than a year.

A lot of times, I ask my mom why we have to live like this, and she just sits me down and says there isn't any money. She says we'll move out next month, but I kind of doubt it. I've heard that a lot now, and it's hard to believe. My dad gets $200 a month to help clean the shelter, but most of that has to go for food and stuff. So I don't think he can save enough to get us out.

Sometimes, I get real angry here because we don't get nothing to eat, and you have to go hungry. We get lunch in school, but you're not

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allowed to cook here, so unless you've got money to buy something for dinner, you get nothing. A lot of times we just eat soda crackers or something like that. Tonight, I'll have a few pieces of bologna. We eat a lot of bologna. On the road, if we're out of food, we'll stop at a police station and they'll give us something. Or we'll line up at a soup kitchen. I get sick a lot, and I think it's because I don't eat right. If somebody gets sick here, everybody gets sick.

My favorite subject is math, and I also like to read. My favorite book is *Little House on the Prairie*. I'll bet I've read it a thousand times. I like to because it's about adventure and that's sort of what my life is like. One night, when our car got stuck in mud and we had to sleep in the car, I pretended I was Laura. Well, I know it's different, but I still like the book.

Besides reading and math, I also like to keep a journal in school. Sometimes, I get so mad [I write that] I wish I could disappear. Other times I write about the shelter and how I can't wait to leave. Sometimes, it's too personal, like about my old boyfriend and I don't want to tell anybody. I guess a lot of times, I wonder what it would be like if things were different.

PHOTO[illegible] BY LARI [illegible]

PHOTOGRAPH BY GEORGE R. JANECEK

Kari is on the right, her sister Michelle is to the left.

DAISY, *9, has lived in the Greentree Shelter, part of the Baptist Home for Children, for twelve months with her mother, brother, and sister. The shelter is in Montgomery County, Maryland, just outside of Washington, D.C. Her father is staying with relatives. Both parents came from Cuba, as part of the Mariel boat lift.*

I don't know where I want to live—a safe place. Not D.C. At a lot of places in D.C. there are drugs, killings, shootings. I've seen this on TV and sometimes I go past it.

[The shelter is] not bad and not good. Not bad is 'cause of the people. They take us fun places. Once they took us to King's Dominion and the zoo—what's very bad is the food. We have soup over and over.

There's a lot of fighting here. There's this boy, he moved, he was fighting with everyone. He had a fight with me. He almost had a fight with my sister. Very bad. The first day they moved, everyone was so happy.

Math is hard for me. Spelling is easy and hard. It's kind of easy because my teacher gives me easy words. 'Cause we are the purple group, the lower group. I like the red group 'cause they get better words. Like "happy." "Sad," that's a purple word. The red group gets compound words, like "something," "anything."

I'll never be in the BBQ group. I'll never pass that. BBQ is the hardest—dictionary, different, a lot of words—thirteen [letters] long.

I could tell everybody in the whole school [that I live in the shelter] and I don't really care, cause I'm not really different than them. I can still write, read, go to school, and learn. I'm not so different from them.

I get shy. Because when I was in third grade my teacher made me stand in front of the classroom telling where did I live, how did I feel there, all these questions. ☐

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Lesson 5
Handout #3

Name: ____________________ **Date:** ____________________

Homeless Children Come to School

Answer questions below in **complete sentences.**

1. The young people that tell their stories in this article live in or near what two U.S. cities? ______________________________

____

2. Both Crystal (age 17) and John (age 16) are living in a program called the **Independent Living Program**. The live there without their parents. Why might they be living there without their parents? _____

____

____

____

3. Find and write below three quotations describing how children were treated badly by their peers at school. For example, "When the kids find out you live in a shelter, they make fun of you: call you "stinky". (Anthony, page 28.) Please include **exact quotation, name of student, and page number.**

a. ____

____

____

b. ____

____

____

c. ____

____

____

4. What problems/worries/concerns do many of these young people share? (What problems/worries/concerns do they have in common?)

____

____

____

____

5. Which of these problems/worries/concerns do you have in common with the persons in the article?

5. In spite of the difficult situtations these people are in, find several examples of their hopefulness, fortitude, and strength of character. Please include name of person and page number.

6. With which person did you feel the most empathy, or like the most, and for what reasons?

7. In a few words, how would you describe the young people whose stories you read?

8. What Rights to Development are being interfered with by the conditions with which these young people must contend?

9. Your thoughts on the **WHY?** , the underlying causes, of these conditions:

Lesson 5
Handout #4

Your Rights to Development

What happens to a dream deferred?
Does it dry up
like a raisin in the sun?
Or fester like a sore--
and then run?
Does it stink like rotten meat?
Or crust over--
like a syrupy sweet?
Maybe it just sags
like a heavy load.
Or does it explode?

Langston Hughes

Those from whom you receive affection, love and understanding:

Who will be your "health care-givers"?

From what diseases and other health risks will you most need protection?

How can you be protected from these diseases/risks?

Description of place (school) in which you are "formally" educated:

Sketch

Reasons why you might not get the kind or amount of education that would be best for you:

Games you will play and other activities you will do for fun.

Sketch of an area in which you like to play.

Reasons why you might not have either adequate time or space in which to play:

through stories of your culture, through teachings of your religion, through the values of your government: ______________

In my research, I studied specifically your Right to ____________.
I found out the following about how it is likely to be assured or denied to you in the country of your birth: ______________

A summary of my hopes and fears for you relative to your Rights to Development: ______________

Lesson Five: Part 2
Rights to Development:
The Right to Education and Literacy

"We cannot afford to build two nations within the same
territorial boundaries–one rich, educated–
and the other, which constitutes the majority of the population,
poor and illiterate."
Students of Makere University, Uganda, 1970

"There can be no human development without the right to learn.
There will be no breakthroughs in agriculture and industry, no progess in
community health and, indeed, no change in learning conditions
without the right to learn.
Without this right there will be no improvements
in the standards of living for workers in cities and villages."
Fourth UNESCO International Conference on Adult Education, 1985

Objectives:

Through discussion students will identify the attributes of literacy and note that attributes vary over time and culture.

Students will explore the linkage between literacy and personal power.

Students will gather information about education and literacy in their country/culture of study.

Given a choice of several formats, students will design an independent "Literacy Project" and share it in some way with other learners.

Materials Needed:

Lesson 5, Handout #5: State of the World's Children
Lesson 5, Handout #6: International Literacy Year
Lesson 5, Handout #7: Country Specific Worksheet
Lesson 5, Handout #8: Rose Barstowe
Lesson 5, Teacher Resource #9: Question Strategy for Slavery/Gender
Lesson 5, Handout #10: Independent Literacy Project

*Note to teachers: Yearly update of material found in Handout #5 of the lesson can be obtained by contacting **UNICEF** for their latest release of State of the World's Children as listed in Lesson 4: Additional Resources.

Set Induction:

-"What does it mean to be educated? What does it mean to be literate? What constitutes literacy?" Attempt to generate a class definition through answers to these questions. Compare the class definition to that of UNESCO':

> **"To be literate is to be able to write and read in my master tongue or national language and to know enough mathematics for effective functioning in my community. I am capable of using these skills toward my own and my community's development."**

-How are the class definition and the UNESCO definition similar? Dissimilar? Why is the right to education/literacy classified as a right to development? What qualities of a person may not be fully developed if she or he is denied an education? What is a person who is educated/literate able to do that one who is not literate cannot do?

-An important part of the UNESCO definition states: "I am capable of using these skills toward my own and my **community's** development." Why might community development be included in this definition? (Reciprocity. If a community contributes to individual's development through provision of an education, it is **a responsibility that accompanies the contribution** to give back to that community and, through that giving, to insure that tomorrow's children will also be given the right to education.)

-"One definition of literacy is "to be educated". Is it possible to "be educated" without being able to read or write?" In some cultures of the past and present, there are highly "educated" people who cannot read and write, either because a culture does not have a written language or because a person has a disability to absorb information through reading or writing but has gathered an immense quantity of information through other means. In many traditional societies, people called "griots" (historian-storytellers) carry in their minds the entire history of a culture. These people are certainly knowledgeable and capable of using these skills toward their own and their community's development.

There exist in the world today groups of people totally isolated from "literate" society. Some have no written language and have had little or no contact with cultures that do. It must be understood, however, that these people, too, are constantly engaged in the acquisition of knowledge, the acquisition of "literacy" valuable to their particular culture, and they use these skills and knowledge toward their own and their community's development. What constitutes "literacy" in a particular community is that knowledge and skill that is valued by the culture of that community. Had this "literacy" been acknowledged and accepted by early anthropologists and politicians/theorists in Europe in the age of colonialism, rather than had its misinterpretation been used as a rationale for domination, much damage might have been spared many cultures of the world.

-"In what cultures, then, would lack of ability to read and write constitute the greatest deficiency? " (In a culture where such ability is commonplace, considered necessary, and highly valued.)
"Considering life in the United States:

- What practical, everyday, tasks would be difficult for someone who could not read or write?
- What jobs would likely **not** be available to someone who could not read or write?
- What jobs **would be** available to someone who could not read or write?
- What pleasures would be denied someone who could not read or write?

Learning Sequence:
-Because of the importance of this right to development, the United Nations declared 1990 **International Literacy Year**. What do you think the U.N. might want to accomplish by declaring a year as such?

-One of the **goals** of the International Literacy Year was **to launch a worldwide effort to secure a common basic level of primary education in every country for at least 80 per cent of all 14 year olds by the year 2000.** In your opinion, how ambitious a goal is this? What are your predictions as to what percentage of the world's countries have attained this level? Record predictions and perhaps have one student obtain actual percentage from reviewing education data from **State of the World's Children (Lesson 5, Handout #5).** Have him/her share this information when students report on findings from their country of study.

-Relative to the Right to Education and Literacy, you will be asked to carry out **four** tasks:

1. Review information on **International Literacy Year** (See **Lesson 5, Handout #6**).
2. Gather information about education and literacy in the country/culture of your infant twin and prepare the Country Specific Worksheet for your country. **(See Lesson 5, Handout #7)**
3. Participate in discussion related to the denial of education to particular groups of citizens in the history of the United States.
4. Design, implement, and share with the class, your own **Independent Literacy Project** that relates somehow to the power of knowledge or the power of literacy. You can, of course, "design, implement, and share with the class" a cooperative Independent Literacy Project", working with one or more of your classmates. More details later.

-The first (1) task is self explanatory. The second (2) we must discuss before you begin. In finding out about literacy/education in the country of your infant twin, what questions would you like to have answered?
Hopefully, students will generate questions that include many of the following:

- What is the literacy rate?
- Is primary schooling mandatory and, if so, at what age will my infant twin begin and to what age will s/he continue?
- Is schooling free? Are there extra costs for books, supplies, and uniforms? What percentage of the population can afford the cost?
- What does an "average" school look like and what facilities and

equipment is it likely to have?
- Do boys and girls go to school together or separately? Do they receive the same number of years of schooling? Is the curriculum the same for boys and girls?
- What percentage of children actually attend school? Why do some children not attend? Are there specific groups that are excluded or whose rights are extended over those of others?
- What will determine whether s/he will be promoted from one grade/level to the next?
- How might s/he be disciplined, if it were deemed necessary?
- Is the education s/he is given appropriate to the culture in which s/he lives? **(See Lesson 5, Handout #8: Rose Barstowe.)**
- Will there be educational opportunties beyond high school for him or her?
- For what careers/jobs will s/he prepared when s/he has finished the compulsory education?
- What, in your opinion, is the greatest educational need in the country of your infant twin? How likely is it that s/he will get the education s/he needs to have a healthy life?

-Students will prepare their Country Specific Information Sheets. Share findings of country studies with total class, discussing the questions listed above.

-The third (3) task: "Let us now switch our focus to literacy in the United States. Historically, for what reasons were individuals or groups of individuals denied an education in this country?" Poverty, gender or ethnic discrimination, child labor, war, sickness, disability, geographic or social isolation, etc.

- How could/did/does poverty interfere with the right to an education? What could be/were/are the consequences of this interference?
- How could/did/does gender discrimination interfere with the right to an education? Consequences? (See **Lesson 5, Teacher Resource#9: Question Strategy for Gender/Slavery**)
- How could/did/does ethnic discrimination interfere with the right to an education? Consequences? (See **Teacher**

Resource #9.)
*How could/did/does child labor? War? Sickness? Etc.
Consequences?
(Stress that consequences all affect the "capability of using these skills toward my own and my community's development.")

-The fourth (4) task: Design, implement, and share with the class, your own **Independent Literacy Project (Lesson 5, Handout #10)** that relates somehow to the power and freedom that are the gifts of knowledge and literacy.

-"You've probably heard the statement "Knowledge is power." What does this mean and can you think of situations that illustrate this statement? " Have students make statements: "Because I know/have the knowledge of ________________, I have the **power** to ____________________." And: "Because I know/have the knowledge of ____________, I have the **freedom** to ______________."

-In your project, **you must use your own literacy to advance the cause of literacy with others**. The project should be designed to share with a particular audience. Let's think together of some possible projects.

-Interview an older person who was not able to learn as much as s/he would have liked to about how now knowing all they would like to has affected his/her life. What factors limited his/her education?

-Work together to create a story/poem/tale/song/mural/poster/dance about the freedom and power of reading.

-Keeping in mind the rights to development, create a reading list for your twin for different periods of his/her life: picture books, primary, intermediate, adolescent and young adult. Share list with day-care and primary grade teachers/providers OR ask to read to children in their classes, sharing your "twin's" story with them.

-Create a bookmobile to travel around the school; share the meaning of "literacy" and share lists of books that free and give one power!

-Create a list of stories that tell of your twin's area of the world. Share one story with your class and post list for others to see and read.

-Research the "oral tradition" , the passing on of knowledge, wisdom, history, cultural values (basically, literacy) from one generation to the next without the aid of a written language. Interview a storyteller who learned his/her art this way about the richness of this means of delivery. Learn and tell a story from the oral tradition to children or another select audience.

-Arrange a storytelling seminar of sorts that includes students of your class and grandparents. Share your favorite stories and favorite settings in which to hear them.

-There are undoubtedly children in your school who are having difficulty learning to read. Sometimes, lack of reading material at home makes it difficult. Is there a way to begin a book, magazine, comic book, recycling effort at your school? In what other ways could you help?

-There are many English-speaking developing countries in the Caribbean area that are in great need of books and other materials necessary to literacy. Perhaps an effort could be started to have district reading materials sent to schools in Jamaica, Trinidad, etc. rather than being destroyed when new materials are adopted

-Select your topic and complete **Lesson 5, Handout #10: Independent Literacy Project.**

Closure for Lesson 5: Parts 1 and 2

-'Let's, again, review the rights to development." Verbally list all they can remember. Can you think of a time when you interfered with another person's rights to development? Example: The right to a name and nationality, does name calling interfere with that right? Do you ever call yourself names and does that interfere with your rights? Is teasing someone about his or her ethnicity or nationality an interference?

Assignment: Find pictures, poems, headlines, story, etc. about a child's rights of development being either achieved or denied. Share these with classmates and add them to class collage.

TABLE 4: EDUCATION

Lesson 5
Handout #5

		Adult literacy rate		No. of radio/television sets per 1,000 population 1986/7	Primary school enrolment ratio			% of grade 1 enrolment completing primary school 1985–1987	Secondary school enrolment ratio 1986–1988 (gross) male/female
		1970 male/female	1985 male/female		1960 (gross) male/female	1986–88 (gross) male/female	1986–88 (net) male/female		
	Very high U5MR countries (over 170) Median	**25/8**	**43/22**	**61/4**	**29/12**	**69/43**	**50/32**	**40**	**18/6**
1	Afghanistan	13/2	39/8	102/8	15/2	27/14	/	63	10/5
2	Mozambique	29/14	55/22	38/1	60/36	76/59	49/41	39	7/4
3	Mali	11/4	23/11	37/	14/6	29/17	23/14	39	9/4
4	Angola	16/7	49/33	49/5	/	/	/		/
5	Sierra Leone	18/8	38/21	216/8	30/	68/48	/		23/11
6	Malawi	42/18	52/31	197/	/45	73/59	50/47	33	5/3
7	Ethiopia	8/( )	/	193/2	11/3	46/28	32/22	41[•]	18/12
8	Guinea	21/7	40/17	33/2	44/16	41/18	31/15	70	13/4
9	Burkina Faso	13/3	21/6	24/5	12/5	41/24	34/20	74	8/4
10	Niger	6/2	19/9	62/3	7/3	37/20	/	75	/
11	Chad	20/2	40/11	237/1	29/4	73/29	52/23	17	10/2
12	Central African Rep	26/6	53/29	60/2	53/12	82/51	59/39	17	17/6
13	Somalia	5/1	18[•]/6[•]	38/( )	13/13	/	19/10	33[•]	/
14	Mauritania	/	/	139/1	13/3	61/42	/	92	23/9
15	Rwanda	43/21	61/33	54/	/	69/66	65/63	49	7/5
16	Kampuchea	/23	85[•]/65[•]	106/8	/	/	/	50[•]	45/20
17	Yemen Dem	31/9	59/25	154/21	20/5	96/35	/	40[•]	26/11
18	Nepal	23/3	39/12	31/1	19/1	104/47	76/35	28[•]	35/11
19	Bhutan	/	/	15/	5/	31/20	/		7/2
20	Yemen	9/1	42[•]/7[•]	34/8	14/	141/40	/	15[•]	46/6
21	Burundi	29/10	43[•]/26[•]	56/( )	27/9	68/50	46/37	87	6/3
22	Bangladesh	36/12	43/22	40/3	66/26	76/64	67/44	20	24/11
23	Benin	23/8	37/16	75/4	38/15	84/43	66/34	36	23/9
24	Madagascar	56/43	74/62	193/6	58/45	97/92	89/	30[•]	23/19
25	Sudan	28/6	33[•]/14[•]	229/52	35/14	59/41	/	61[•]	23/17
26	Tanzania	48/18	93[y]/88[y]	16/1	33/18	67/66	50/51	76	5/3
27	Namibia	/	/	123/11	/	/	/		/
28	Nigeria	35/14	54/31	163/6	46/27	/	97/85	63[•]	/
29	Bolivia	68/46	84/65	527/77	78/50	97/85	88/78		40/35
30	Haiti	26[•]/17[•]	40/35	41/4	50/42	83/72	45/42	15	19/17
	High U5MR countries (95–170) Median	**48/20**	**66/45**	**125/22**	**65/37**	**100/81**	**../..**	**64**	**32/26**
31	Uganda	52/30	70/45	96/6	/32	76/63	43/38	76	16/9
32	Gabon	43/22	70/53	119/23	/	/	/	59	/
33	Pakistan	30/11	40/19	86/14	46/13	51/28	/	49[y]	26/11
34	Laos	37/28	92/76	123/2	34/16	102/85	/	14[•]	23/16
35	Togo	27/7	53/28	178/5	63/24	124/78	87/59	59	36/12
36	Cameroon	47/19	68/45	125/12	87/43	119/100	/	67	32/20
37	India	47/20	57/29	77/7	80/40	113/81	/		50/27
38	Liberia	27/8	47/23	224/18	45/18	82/50	/		/
39	Ghana	43/18	64/43	292/13	52/25	78/63	/		49/32
40	Côte d'Ivoire	26/10	53/31	131/54	68/24	/	/	68	26/12
41	Zaire	61/22	79/45	98/1	88/32	84/68	86/65	60	32/14
42	Senegal	18/5	37/19	103/32	36/0	71/49	59/41	83	19/10
43	Lesotho	49/74	62/84	68/1	63/102	102/127	/	52	18/26
44	Zambia	66/37	84/67	73/15	51/34	102/92	/	91	/
45	Egypt	50/20	59/30	310/83	80/52	100/79	/	64	79/58
46	Peru	81/60	91/78	241/84	95/71	125/120	/	51[•]	68/61
47	Morocco	34/10	45/22	206/56	67/27	85/56	68/46	69	43/30
48	Libyan Arab Jamahiriya	60/13	81/50	221/63	92/24	/	/	82	/
49	Indonesia	66/42	83/65	145/40	86/58	120/115	99/97	80	/
50	Congo	50/19	71/55	120/3	103/53	/	/	75	/
51	Zimbabwe	63/47	81/67	85/22	/	130/126	100/100	74	49/42
52	Kenya	44/19	70/49	90/6	64/30	98/93	/	62	27/19
53	Honduras	55/50	61/58	376/67	68/67	104/108	/	43	/
54	Algeria	39/11	63/37	227/70	55/37	105/87	97/81	90	61/46
55	Guatemala	51/37	63/47	65/37	50/39	82/70	/	36	/
56	Saudi Arabia	15/2	71[•]/31[•]	272/268	22/	78/65	64/48	90	52/35
57	South Africa	/	/	319/97	94/85	/	/		/
58	Nicaragua	58/57	/	237/60	65/66	94/104	74/79	20	29/58
59	Myanmar	85/57	/	79/1	61/52	/	/	27[•]	/

Note: nations are listed in descending order of their 1988 under five mortality rates (see table 1)

		Adult literacy rate		No. of radio/television sets per 1,000 population 1986/7	Primary school enrolment ratio			% of grade 1 enrolment completing primary school 1985-1987	Secondary school enrolment ratio 1986-1988 (gross) male/female
		1970 male/female	1985 male/female		1960 (gross) male/female	1986-88 (gross) male/female	1986-88 (net) male/female		
	Middle U5MR countries (31-94) Median	**75/65**	**86/77**	**226/82**	**95/85**	**105/104**	**90/89**	**76**	**56/55**
60	Iraq	50/18	90/87	199/64	94/36	105/91	91/82	71	60/38
61	Turkey	69/34	86*/62*	160/172	90/58	121/113	/	85*	57/34
62	Botswana	37/44	73/69	130/7	35/48	111/117	85/93	89	31/33
63	Iran, Islamic Rep. of	40/17	62/39	236/53	56/27	122/105	98/89	83	57/39
64	Viet Nam	/	88*/80	99/34	/	107/94	/	50*	44/41
65	Ecuador	75/68	85/80	292/81	87/79	118/116	/	50*	55/57
66	Brazil	69/63	79/76	368/191	97/93	/	/	22	32/41
67	El Salvador	61/53	75/69	401/82	/	77/81	61/62	31	27/30
68	Tunisia	44/17	68/41	171/68	88/43	126/107	100/89	77	46/34
69	Papua New Guinea	39/24	55/35	64/2	59/7	75/64	/	67*	16/9
70	Dominican Rep.	69/65	78/77	164/79	99/98	99/103	80/78	35	/
71	Philippines	84/81	86/85	135/36	98/93	105/107	94/94	75	66/66
72	Guyana	94/89	97/95	303/15	107/106	/	/	84	/
73	Mexico	78/69	92/88	241/120	82/77	119/116	/	71	54/53
74	Colombia	79/76	82*/82*	167/108	77/77	112/115	72/74	57	55/56
75	Syria	60/20	76/43	231/58	89/39	115/104	100/94	67*	69/48
76	Oman	/	47*/12*	649/739	/	103/92	83/77	89	46/29
77	Paraguay	85*/75*	91/85	165/24	105/90	104/99	86/84	50	30/30
78	Mongolia	87/74	95/90	128/31	79/78	100/103	/		88/96
79	Jordan	64/29	87/63	237/69	94/59	98/99	88/88	96	80/78
80	Lebanon	79*/58*	86/69	772/302	105/99	105/95	/		57/56
81	Thailand	86/72	94/88	174/103	88/79	/	/	64*	/
82	Venezuela	79/71	88/85	395/142	100/100	107/107	/	73	48/59
83	Sri Lanka	85/69	91/83	187/31	100/90	105/102	100/100	88	63/69
84	China	/	82/56	184/17	/	140/124	99/91	68*	50/37
85	Argentina	94/92	96/95	659/217	98/99	110/110	/		69/78
86	Panama	81/81	89/88	220/163	98/94	109/104	90/89	82	56/63
87	Albania	/	/	167/83	102/86	100/99	/		80/71
88	Korea Dem.	/	/	110/12	/	/	/	99	/
89	Korea Rep.	94/81	96*/88*	986/194	99/89	104/104	100/99	99	91/86
90	United Arab Emirates	24/7	/	319/106	/	98/100	88/89	82	55/66
91	Malaysia	71/48	81/66	436/140	108/83	102/102	/	97	59/59
92	USSR	98/97	/	685/314	100/100	/	/	80	/
93	Uruguay	93*/93*	/	594/173	111/111	111/109	/	86	/
	Low U5MR countries (30 and under) Median	**93/88**	**97/90**	**579/290**	**105/103**	**103/101**	**97/97**	**95**	**83/85**
94	Mauritius	77/59	89/77	263/188	103/93	105/107	93/95	96	53/50
95	Yugoslavia	92/76	97/86	344/175	113/108	95/94	/	98	82/79
96	Romania	96/91	/	288/166	101/95	/	/		79/80
97	Chile	90/88	97*/96*	335/163	111/107	103/101	/	33*	72/76
98	Trinidad and Tobago	95/89	97/95	457/290	89/87	99/100	87/88	84	80/85
99	Kuwait	65/42	76/63	327/261	131/102	95/92	81/77	91	86/79
100	Jamaica	96/97	/	400/108	92/93	104/106	/		62/67
101	Costa Rica	88/87	94/93	258/79	97/95	100/97	85/85	81	40/43
102	Bulgaria	94/89	/	357/189	94/92	105/103	/	90	75/76
103	Hungary	98/98	/	586/402	103/100	97/97	94/96	92	69/70
104	Poland	98/97	/	289/263	110/107	101/101	99/99	94	78/82
105	Cuba	86/87	96*/96*	334/193	109/109	107/100	95/94	92	85/92
106	Greece	93/76	97/88	411/175	104/101	106/106	91/92	99	89/80
107	Portugal	78/65	89/80	212/159	132/129	131/123	/		47/56
108	Czechoslovakia	/	/	577/281	93/93	95/96	/	93	27/49
109	Israel	93/83	97/93	470/264	99/97	94/97	/		79/87
110	USA	99/99	/	2119/811	/	101/100	97/97		98/99
111	Belgium	99/99	/	465/320	111/108	99/100	82/83	77	99/100
112	Germany Dem.	/	/	663/754	111/113	107/105	92/91		79/76
113	Singapore	92/55	93/79	306/	121/113	118/113	100/100	95	70/73
114	New Zealand	/	/	923/369	110/106	107/106	100/100		84/86
115	Spain	93/87	97/92	295/368	106/116	113/113	98/98	96	97/107
116	Denmark	/	/	956/386	103/103	98/99	/	99	106/107
117	United Kingdom	/	/	1145/434	92/92	105/106	97/97		82/85
118	Italy	95/93	98/96	786/	112/109	/	97/98	99	/
119	Australia	/	/	1270/483	103/103	106/105	97/98		96/99
120	Germany Fed.	/	/	954/385	/	101/101	/	95	96/92
121	Hong Kong	90*/64*	95/81	633/241	93/79	106/105	95/95	98	71/76
122	Austria	/	/	561/480	106/104	102/101	/	95	78/81
123	Norway	/	/	790/348	100/100	95/95	97/97	99	92/97
124	France	99/98	/	893/	144/143	114/113	100/100	95	89/96
125	Ireland	/	/	580/	107/112	100/100	/		91/101
126	Netherlands	/	/	908/469	105/104	114/116	85/88	94	105/103
127	Canada	/	/	953/577	108/105	106/104	97/97		104/104
128	Japan	99/99	/	863/587	103/102	102/102	100/100	99	95/97
129	Switzerland	/	/	834/405	118/118	/	/		/
130	Sweden	/	/	875/39	95/96	/	/		90/92
131	Finland	/	/	991/	100/95	102/101	/	98	98/114

Lesson 5
Handout #6

International Literacy Year: 1990

"Our concern for literacy is an expression of our hope and fears for the future and our realization that tomorrow will be shaped, in very large part, by the education which is being made available today."
Federico Mayor, Director-General of UNESCO

The Goal: The UN system of programs and agencies, with UNESCO is the lead, is rallying the support of Governments and the public for a global assault on illiteracy. **The program aims to secure a common basic level of primary education in every country for at least 80 per cent of all 14-year-olds by the year 2000.**

The Reality:

- 30% of children of primary school age in the developing countries are not attending school.
- One quarter of the young girls of primary school age in the developing countries are not attending school, whereas only one seventh of the boys are not.
- 60% of children of secondary school age in the developing countries are not attending school.
- One third of children enrolled in primary school in the developing countries drop out of school before completing four grades, the minimum number necessary for achieving basic literacy skills.
- Nearly two thirds of the illiterate adults in the developing countries are women.
- The number of "functional illiterate" in the developed countries is growing rapidly. The functionally illiterate are considered able to read and write at an elementary level, but lack the literacy skills needed to cope with the demands of complex living and working environments.

The consequences of illiteracy: "Illiteracy aggravates the problems of poverty, malnutrition, inadequate health care and runaway population growth which face many countries." For discussion: **In what ways will country's high rate of illiteracy affect the quality of life of its citizens, economically, politically, etc.?**

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Lesson 5
Handout #7
Country Specific Worksheet
Name: ____________________ Date: ________________________

Literacy in the Country of My Infant Twin

Country name: ________________ Population: ___________________
Literacy rate for males: ________ Literacy rate for females: ______
Discrepancy between literacy rates for males and females: _________

Describe **primary** schooling: At what age does it begin? Is it free? Do children wear uniforms and if they do who pays for them? For how many months of the year? Do boys and girls attend the same schools and the same classes? How do children get to school? What percentage of children of primary school age actually attend school? For what reasons do they not attend? __________________________

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Describe the **school** itself: What does the structure look like? How big is it? How many children per class? With what is the classroom equipped? Where do children eat lunch and play?__________________

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Describe **secondary** (equivalent to junior and senior high school in the U. S.) schooling: At what ages does it begin and end? What percentage of boys and what percentage of girls are enrolled in secondary education? Is it free? How do the students get to school? Is the curriculum the same for boys and girls? How is it determined which students will "pass" on to the next level? What choices do children and adolescents have who do not go on to secondary education? ______

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Read **Lesson 5, Handout #8: (Rose Barstowe)** and answer questions. With the content of this story in mind, is the education your twin will receive **appropriate to his/her history and culture**? Why is it or why is it not? ______________________

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Will there be **educational opportunities beyond high school** for him or her? For what **careers/jobs** will s/he be prepared when s/he has finished secondary education?__________________

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What, in your opinion, is the **greatest edcuational need** in his/her country? How likely is it that your twin will get the education she or he needs to lead a healthy and happy life? ________________

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Lesson 5
Handout #8

Rose Barstowe
Ojibwe elder

"At the Mission School"

The first year was kind of tough because I didn't speak the language. You see, when I first came to the school and was watching what was going on, a student made a mistake when she answered. I looked around me and saw that the other kids were laughing, and I looked at the teacher and she was laughing too. I could hardly believe my eyes. We were taught never to laugh at someone who made a mistake, even the second or third time someone made a mistake. And when I saw this, I zipped up my mouth and said, "They won't hear me talk 'til I learn this language."

So the first year I was there I was really a dummy. They put dunce caps on me and sat me in front of the class. I used to make faces at the kids and stuff like that. I didn't even care.

It was the second year then, around Halloween, when I first spoke up. We were making black cats, and witches, and faces on pumpkins and things like that. We happened to have a numbers class that day. I used to look out this window and there was this squirrel that must have been making a winter home in the stump because he was carrying acorns down into it, a big red squirrel. They're good to eat, too, you know. My grandfather taught me how to cook them.

Anyway, I could hear the teacher saying, "If I had four apples and I gave you one, how many would I have left?" Without thinking, I raised my hand and I heard this voice saying, "Shame on you, Sister! That's not very nice! You'd have three apples left and I'd only have one! If you are my friend, that's not very nice."

I heard this voice and I looked round and everyone was looking at me and I looked at the Sister and her mouth was open. She had these apples in her hand, three on one side and one on the other, and I thought, "Oh oh! Now I've done it!"

She said, "Rosemary, you spoke!"

Of course, after that, I was quickly passed to higher grades. Toward spring of that year, I had heard that in the fourth grade we got to read history. Well, I didn't know what history was but I got the first phases of it out of a book I got out of the library. I was way ahead of myself. And I happened to be on the French Indian wars. There was a picture in there of these Mohawk Indians, you know the ones with the hair in the middle here and some kind of headdress, you know. They were in this big room, a big meeting room. There was a woman sitting with a baby at her breast. One Indian came from behind and was driving his sword into the baby. Another Indian, with a knife, was slashing the breast of the woman and, in the picture, it looked like the woman was still alive.

I was looking at this picture, almost in a stunned trance, when the Sister came and sat by me. She was one of the founders of the school and she said to me, "You know, I'm always catching you reading. What is it you are reading about?"

I said, "I understand that we have history next year so I am trying to get ahead of it."

She said, "Well, exactly what is it you are reading?"

"Well, I'm reading about these Indians that attacked these colonists and the pictures are just awful. They're terrible. I can't imagine that anyone would do something like this!"

She said to me, "You know, Rosemary, that you are an Indian."

But that wasn't bad enough because she added to it, "You are all Indians and we are civilizing you. The Sisters are trying to civilize you so you won't do these things."

And I could only picture my grandmother and grandfather, so loving and greeting people, white people too, at their lodge, all people coming into the house and being offered food and coffee and tea, always giving whatever they had. They were quiet and loving and lovable.

I could see all this and the way they were and then I would look at the pciture. And I threw that book as hard as I could across the room and I ran from school.

Well, there was a fence around the school and trees behind it. I went behind the trees to hide - to hide because I was Indian. I hid because I wanted to hide from the fact that I was an Indian - I was a torturer. My mind would see the picture and I would cry, "Oh no! Oh no!"

I got myself sick and landed in the infirmary that time. I stayed there for four days without eating and drinking. Finally, Father Aloyisius, an Ojibwe priest, came to talk to me. I told him what happened. He felt kind of bad and said, "Don't worry about that. It's not important what you are. It's important who you are."

When I got back home I showed by grandfather that book and said, "I'm not going back to that school because at school they teach us that we're Indian and that we're different and they picture us like this! I'm not going back to a place where they teach nothing but mean things about us!"

And he told me, he said, "My girl, you don't want to fear what they teach you. There is much about us and the world they do not know. You don't need to learn what they teach you. It's how they teach you that you are to learn. Learn the tools they use."

"The print is what makes the words. You learn that. You learn all these words and how they can twist them around to lie and to say anything they want. The words. That's what you are going to school to learn. For someday, you will use this very print, these very tools, to tell the truth."

1. Rose was learning to read and write. She was learning to compute and was learning American history. Was her right to an education, therefore, being fulfilled/guaranteed? Why or why not? ____________

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2. In what way(s) did Rose's grandfather expect Rose to use her literacy to contribute to her community? ______________________

How do his expectations differ from those of the school in which Rose was being "educated"?

3. What other peoples in the United States are likely to have experienced similar contradictions in their education? Are some groups still experiencing such contradictions?

4. Where in the world, and in what situations, might people today be learning information from a perspective at odds with their own?

5. In Minneapolis and St. Paul, Minnesota, the 1990's have brought the establishment of public schools with Afrocentric and Native American curriculum focuses. The Afrocentric program is an extended day program. The Native American program integrated Native American history and values throughout the school day. What do you think is behind the community demand for such programs and what is your opinion of these options?

Are such programs, in your opinion, in conflict with Brown vs. the Board of Education? Carefully explain your thinking.

Lesson 5
Teacher Resource #9

Question Strategy for Slavery/Gender

1. Recall experience of slaves in United States from 1600's until Emancipation in 1863:
    - •reading/education - how much; what kind?
        - - slaves response to learning
        - - why were first abolitionists preachers?
    - •why did owners fear the blacks who could read?
        - -wider horizons, dreams
        - -freedom leads to power. Slaves able to read the Constitution, the Bill of Rights, the Bible, would no longer accept subjugation.
    - •restrictions did not end with Emancipation. In the 1940's, African-Americans in schools in the southern states went to school three months of a year; European Americans went seven.
    - •share a story/folk tale/excerpts from a book you recall that gave you a wider horizon; freedom and power. Have students share titles that have done the same for them.

2. Recall Brown vs Board of Education decision, 1954:
    - •Why did Supreme Court consider "separate but equal" schools unconstitutional?
    - •How did this help young people "to function more effectively in community; use skills toward his/her own or community development"? Brown vs. Board of Education led to many and positive changes in education. Supporters of integration believed that the positive educational conditions in "white" schools, when extended to people of color, would remedy the inequality of the two systems. While equalizing and improving many things, in light of Rose Barstowe's experience with a traditional curriculum in a Minnesota school, what problems could still exist in an integrated school that could detract from persons of color learning amounts equal to European Americans? Do any of these problems still exist today? (Afrocentric and Native American focused educational programs are a response to this; the Jewish community has dealt with this through Hebrew school and other alternative education programs; etc.)

3. Imagine that you are told you cannot go to school any longer. What would be the positives and negatives of this "ruling"?

Share with the class that there was a time, almost 150 years ago, when young girls were told they could not go to school with young boys. The reasons given:

- •Female brains were smaller and incapable of absorbing a great deal of information.
- •Females need to learn to sew and cook so they can be good wives and mothers some day. Home is the best place to learn these skills. Their own mothers are the best teachers.
- •The world outside the home, that men dealt with, was too dangerous, vulgar and frightening for women in which to participate.
- •Females were to be special, cared-for, kept protected from the world that learning would expose them to.

-How are these arguments similar/different to the arguments given for not allowing slaves to read? Are there similarities in the reasons for denying rights to slaves and those for denying rights to women? Do people still believe these ideas about females today? What affect, today, do these ideas have on women's rights to development? (Women still earn 60% of what men earn for equal work. Still discrimination in some fields - science, math, upper managment in business, number of women in local, state, and national governments.)

Lesson 5
Handout # 10

Independent Literacy Project

Name(s): ____________________

Project title: ____________________

Your "Literacy Promotion Goal": ____________________

Description of project: ____________________

Literacy skills you will use in your project: ____________________

How and with what groups you will share you project: ____________________

Timeline for project components and project completion: ____________________

Lesson 5: Additional Resources

1. **Development Forum-** A periodical, in newspaper format, that covers economic and social development issues facing the world community; **Contact**: PO Box 5850, GCCPO, New York, NY, 10017.

2. **International Development In a Global Contest**-A teaching module that guides students through an inquiry strategy that will help them see the developing world, and groups within the US experiencing development problems, through the eyes and experience of that population. **Contact:** United Nations Asociation of Minnesota, Mary Eileen Sorenson, 1929 S. 5th St, Minneapolis, MN 55454, 612-333-2824.

3. **International Literacy Year (1990)**- Information and resource materials from the perspective of the world community; **Contact:** United Nations Association-USA, 485 Fifth Ave, New York, NY, 10017-6104, 212-697-3232.

4. **Reading Is Fundamental**- An organization whose purpose is to help young people discover the joy of reading; booklets, parent guides, posters, workshops and publications; **Contact**: RIF Publications, 600 Maryland Ave SW, Suite 55, Washington, DC, 20024-2520, 202-287-3220.

5. **Sow the Seeds of Knowledge**-School curricula to help celebrate global literacy following the UN International Year of Literacy; four different curricula with cassette tapes (grades k-2, 3-6,7-9, 10-12) by Stan Smith; **Contact:** Martin Peace Institute, University Of Idaho, Moscow, Idaho, 83843.

6. **UNDP (United Nations Development Programme)-** The world's largest channel (in over 150 countries) for multilateral technical and and pre-investment cooperation; co-sponsors the annual UNA-USA national essay; **Contact:** UNDP, One UN Plaza, New York, NY, 10017.

7. **UNESCO (United Nations Educational, Scientific, and Cultural Organization)**- An intergovernmental specialized agency (1946) of the United Nations that reports annually to the UN Economic and Social Council; its primary aim is to promote collaboration among nations through education, science, culture and education; **Contact**: UNESCO, 7, Place de Fontenoy, 75007 Paris, France.

8. **UNESCO Courier-** UNESCO monthly paper covering cultural, educational and scientific topics; **Contact**: UNIPUB, 10033-F King Highway, Lanham, MD, 20706-4391.

9. **World Development-** UN Development Programme monthly periodical covering educational, vocational, religious and social issues; UNDP, Division of Information, One UN Plaza, New York, NY, 10017.

LESSON SIX

The Right to Protection

Principle Nine:
Protect us from cruelty
and from those who would use us badly.
A Children's Chorus, Celebrating the 30th Anniversary of the
Universal Declaration of the Rights of the Child

The Right to Protection--from abuse, neglect and exploitation, including the right to special protection in times of war.

Objectives:

Students will learn the definitions of abuse, neglect and exploitation and learn to differentiate among instances of each.

Students will research instances of abuse, neglect and exploitation the their country of study as well as in their own nation, state, city, and neighborhood.

Students will decide what their options would be if they found themselves in hypothetical cases of abuse, neglect, and exploitation either as a victim or one aware of abuse etc. happening to another.

Students will discuss the ways in which society can protect its children from neglect, abuse, and exploitation, both through laws and education.

Students will find pictures in magazines and other print media illustrating a child's right to protection and add them to the class collage.

Materials Needed:

Lesson 6, Handout #1: Right to Protection
Lesson 6, Handout #2: Childhood Log
Lesson 6, Handout #3: Right to Protection (Listing of rights)

Set Induction:

-Read to the students: "The Convention states.....The State shall protect children from all forms of physical and mental abuse, neglect or exploitation, including sexual abuse, child prostitution and participation in child pornography, and all other forms of exploitation prejudical to the child's welfare. The State shall provide preventive

and treatment programs in this regard."
-"There are a lot of big words in that paragraph. Can anyone put in their own words what that paragraph is about? Which of our categories of rights is it about? "
"It seems that this topic might be a little harder for us to think and talk about. When you hear the words abuse and neglect, can you describe what your mind thinks and what you feel? What is it about this topic that makes you feel that way? How is this topic different from talking about hunger or literacy?"
-Discuss with students the above questions. Discussion will likely bring out that these are "bad" things that happen to children at the hand of a particular individual or group of individuals rather than the circumstances in which a particular nation or group within a nation finds itself. These acts have victims who often find themselves alone and are acts in which the consequences are destructive to self esteem and to the personal future and happiness of the victim. Additionally, tendencies toward abuse are also passed from one generation to the next.
-Abuse, neglect, and exploitation are about adults not being responsible to children; about adults doing hurtful things to children; about adults acting in ways we wish they would not. Often the adults acting this way are those adults most important to the child, those who are supposed to be nurturing, loving, supporting and supportive.

Learning Sequence:
-Distribute "Right to Protection" handout to students. (**Lesson 6, Handout #1**)
-In order to learn about this sensitive and important area, its important that we know the meanings of the words we are using.

abuse-to hurt by treating badly; a bad, unjust or corrupt practice; active rather than passive

neglect-to ignore or disregard; not to care for or attend to someone or or something sufficiently, out of either carelessness or intention

exploitation-to make unethical use of for one's own advantage; turn selfishly or unfairly into one's own account

-Have students write these definitions on handout and supply examples of each kind of abuse. Teacher will have to help with examples of some, in particular, emotional and economic abuse and exploitation. Upon completion, students can do matching activity on handout.

-Follow this activity with the questions on Handout 1c: Can a nation be abusive? Can a nation be guilty of neglect? Can a nation be exploitative? Why might it act in such a way? Can students think of examples of the above? Can a hemisphere be abusive? Neglecting? Exploitative?

-Continue with the next two categories of discussion. Students can do these individually or in groups, or individually and then discuss in groups.

-In what ways can war cause neglect, abuse, or exploitation of children? What articles of the Convention would help protect children from abuse, neglect, or exploitation caused by war or the effects of war?

Closure:

-In what ways can school, local, state, national and international governments and organizations ensure a child's right to protection from neglect, abuse, and exploitation? Have small groups collect their ideas for education, laws, and enforcement of laws to help protect children. Groups will share their ideas with classmates. Does their school, city, state, nation etc. have programs and laws similar to those suggested by the students? How effectively are laws enforced in the local community? Are there ways for you to support these programs? Are there ways you may support these programs in the future?

-The Convention states: Children who have suffered maltreatment, neglect or detention should receive appropriate treatment or training for recovery and rehabilitation. How can abused children be helped to recover and rehabilitate? Are there such programs in your town, city, state? Are there such programs in the country of your infant twin? What recourse does your infant twin have is she is neglected, abused, or exploited?

-In your community, if you knew of an instance of abuse, neglect, or exploitation of a child or children, what would you do? To whom, or to where, could you go for help? How would you be protected if you were the person who went for help, whether the help was for you or for someone you knew? Authorities estimate that the majority of instances of abuse, neglect, and exploitation go unreported. Why might this be so? Why might there be fewer laws against abuse, neglect and exploitation in developing countries than in highly industrialized countries?

Assignment: Find pictures, poems, headlines, story, etc. about a child's rights to protection being either achieved or denied. Share these with classmates and add them to class collage

Complete section of the **Childhood Log** related to the rights to protection.

Lesson 6
Handout #1

Right to Protection

"Protect us from cruelty
and from those
would would treat us badly."

The Right to Protection--from abuse, neglect and exploitation including the right to protection in times of war.

The Convention states......"The State shall protect children from all forms of physical and mental abuse, neglect or exploitation, inlucing sexual abuse, child prostitution and participation in child pornography, and all other forms of exploitation prejudicial to the child's welfare. The State shall provide preventative and treatment programs in this regard."

abuse: ____

____

categories of **abuse:** ______________________________

____

Examples of physical abuse: ___________________________

____

verbal abuse: ____________________________________

____

sexual abuse: ____________________________________

____

emotional abuse: _________________________________

____

neglect: ______________________________________

____

Examples of physical neglect: _________________________

____

emotional neglect: ________________________________

____

exploitation: ______________________________

____

Examples of economic exploitation: ______________________

____

sexual exploitation: ___________________________

____

political exploitation: __________________________

____

Other? (emotional?): __________________________

____

Matching

___ verbal abuse

___ emotional/psychological abuse

___ sexual abuse

___ physical abuse

___ physical neglect

___ emotional neglect

___ economic exploitation

___ sexual/economic exploitation

___political exploitation

a. A doctor in Mexico tells a poor woman that her baby has died and then "sells" the living infant to a family in the U.S. who wants to adopt a child.

b. An eleven year old boy is kidnapped from his village in El Salvador by the army of that country, forcing him to join the military.

c. A prostitute is forced by her pimp to turn over all her profits to him.

d. Joey's dad tell him almost daily that he is a "good for nothing" kid and that he "will never amount to anything!"

e. Christin and James, ages 7 and 5, often have to wash their own clothing, make dinner for themselves, and take care of their 11 month old brother because neither of their parents are home much.

f. Juan, who is well-fed and clothed, (he even has a Nanny during the day!), but is rarely held or listened to by his parents who are too busy with work to spend much time with him.

g. Arlys, a 2 month old child, is spanked vigorously because "She cries too much!"

h. Joseph's/Sue's uncle/aunt tickles Joseph/Sue in a way that makes Joseph/Sue uncomfortable; often touching him/her inappropriately.

i. Nicole's father tells her that she is his "favorite" but not to tell her brothers and sister that he told her this.

It's a Question of Protection

Can a nation be abusive?

Can a nation be guilty of neglect?

Can a nation be exploitative?

WHY might it be so?

Can an idea be abusive?

Can an idea cause neglect?

Can an idea be exploitative?

WHY might someone support an idea that is?

Have you ever been abusive?

Have you ever been neglecting?

Have you ever been exploitative?

WHY might you have been so?

What Works?

In what ways can individuals help prevent abuse, neglect and exploitation of children?

In what ways can cities help prevent abuse, neglect and exploitation of children?

In what ways can nations help prevent abuse, neglect and exploitation of children?

What can you do to help prevent abuse, neglect and exploitation of children?

Lesson 6
Handout #2

Your Rights to Protection

" Principle Nine:
Protect us from cruelty
and from those who would use us badly."

Ways in which children in your country are sometimes neglected:

____
____
____
____
____
____

Ways in which children in your country are sometimes abused:

____
____
____
____
____

Ways in which children in your country are sometimes exploited:

____
____
____
____

Measures that I hope will be in place to to protect you:
Education:______________________________________
____
____

Laws:____
____
____

Law Enforcement:_________________________________

If you are neglected, abused, or exploited, I hope that you will ____

Lesson 6
Handout #3

RIGHTS TO PROTECTION

The Right to Protection--from abuse, neglect and exploitation, including the right to special protection in times of war.

Article 2

1. States Parties **shall respect and ensure the rights set forth in this Convention without discrimination of any kind,** irrespective of the child's or his or her parent's or legal guardian's race, colour, sex, language, religion, political or other opinion, national, ethnic or social origin, property, disability, birth or other status.

2. States Parties shall take all appropriate measures **to ensure that that child is protected against all forms of discrimination or punishment** on the basis of status, activities, expressed opinions, or beliefs of the child's parent, legal guardians, or family members.

Article11

1. States Parties shall take measures **to combat the illicit transfer and non-return of children abroad.**

Article 16

1. **No child shall be subjected to artibtrary or unlawful interference with his or her privacy, family, home or correspondence, nor to unlawful attacks on his or her honour and reputation.**

2. The child has the right to the protection of the law against such interference or attacks.

Article 19

1. States Parties shall take all appropriate legislative, administrative, social and educational measures **to protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment, maltreatment or exploitation including sexual abuse, while in the care of parent(s), legal guardian(s) or any other person who has the care of the child.**

Article 20

1. **A child temporarily or permanently deprived of his or her family environment**, or in whose own best interests cannot be allowed to remain in that environment, **shall be entitled to special protection and assistance provided by the State.**

2. **States Parties shall** in accordance with their national laws **ensure alternative care for such a child.**
3. When considering solutions, **due regard shall be paid** to the desirability of continuity in a child's upbringing and to **the child's ethnic, religious, cultural and linguistic background.**

Article 21

1. States Parties which recognize and/or **permit the system of adoption shall ensure that the best interests of the child shall be the paramount consideration** and they shall:
a. ensure that the adoption of the child is authorized only by competent authorities and done only with the permission parents, relatives, and legal guardians.
b. recognize that intercountry adoption may be considered as an alternative means of child's care, if the child cannot be placed in a foster or an adoptive family or cannot in any suitable mannner be cared for in the child's country of origin.
c. take all appropriate measures to ensure that, in intercountry adoption, the placement does not result in improper financial gain for those involved in it.

Article 22

1. States Parties shall take appropriate measures **to ensure that a child who is seeking refugee status or who is considered a refugee will receive appropriate protection and humanitarian assistance.**

Article 32

1. States Parties recognize the right of the child **to protection from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child's education, or to be harmful to the child's health or physical, mental, spiritual, or moral development.**
2. States Parties shall take legislative, administrative, social and educational measures to ensure the implementation of this article. States Parties shall:
a. **provide for a minimum age for admission to employment;**
b. **provide for appropriate regulation** of the hours and conditions of employment and
c. **provide for appropriate penalties or other sanctions** to ensure the effective enforcement of this article.

Article 33

States Parties shall take all appropriate measures **to protect children from the illicit use of narcotic drugs, and to prevent the use of children in the illicit production and trafficking of such substances.**

Article 34

States Parties undertake **to protect the child from all forms of sexual exploitation and sexual abuse.** States Parties shall take all appropriate measures to prevent:

a. the inducement or coercion of a child in engage in any unlawful sexual activity;

b. the exploitative use of children in prostitution or other unlawful sexual practices;

c. the exploitative use of children in pornographic performances and materials.

Article 35

States Parties shall take all appropriate measues **to prevent the abduction, the sale of or traffic in children for any purpose or in any form.**

Article 36

States parties shall **protect the child against all other forms of exploitation prejudicial to any aspects of the child's welfare.** States Parties shall ensure that:

a. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment. Neither capital punishment nor life imprisonment without possibility of release shall be imposed upon any child under 18 years of age;

b. The arrest, detention or imprisonment of a child shall be used only as a measure of last resort and for the shortest appropriate period of time.

c. Every child deprived of liberty shall be treated with humanity and respect for the inherent dignity of the human person, and in a manner which takes into account the needs of persons of their age.

d. Every child deprived of liberty shall have the right to prompt access to legal and other appropriate assistance.

Article 38

1. States Parties shall take all feasible measures **to ensure that persons who have not attained the age of 15 years do not take a direct part in hostilities.**
2. States Parties **shall refrain from recruiting any person who has not attained the age of 15 years into the armed forces.**
3. States Parties **shall take all feasible measures to ensure protection and care of children who are affected by an armed conflict.**

Article 39

States Parties shall take all appropriate measures **to promote physical and psychological recovery of a child victim of: any form of neglect, exploitation, or abuse; torture or any other form of cruel, inhuman or degrading treatment or punishement, or armed conflict.**

Lesson 6: Additional Resources

1. **HABITAT (United Nations Centre for Human Settlements)**-A U.N. agency giving technical assistance to governments in establishing settlement policies; **Contact**: HABITAT, P. O. Box 30030, Nairobi, Kenya.

2. **IFAD (International Fund for Agricultural Development)**-Specialized agency of the United Nations (1977) that, among all its tasks, assists refugee host countries with developmental aid and services; **Contact:** IFAD, Via del Serafico 107, 00142 Rome, Italy; (Maintains information office at the United Nations in New York).

3. **Immigrant and Refugee Children in the US-** Brochure describing the plight of immigrant and refugee children in the USA; information on this and other activities concerning rights of immigrants and refugees available; **Contact**: Center for Human Rights and Constitutional Law, 256 S Occidental Blvd, Los Angelos, California, 90057, 213-388-8693.

4. **Refugees** - Monthly periodical of the United Nations High Commissioner for Refugees; article describing the refugee situation worldwide; **Contact**: U.N. High Commissioner for Refugees, 1718 Connecticut Ave NW, Washington, DC, 20009.

5. **UNHCR (United Nations High Commissioner for Refugees)**- UN office created by the U.N. General Assembly in 1951 that provides emergency relief, material assistence, and long term resolution for the refugees; non-government organizations (NGO) and voluntary agencies assist UNHCR in the migration and settlement of refugees; **Contact**: UNHCR, Case postale 2500, CH-1211 Geneva 2 Depot; (Maintains information office at the United Nations in New York).

6. **UNRWA (United Nations Relief and Works Agency for Palestinian Refugees in the Near East)**- Special U.N. agency for the refugees from Palestine (1949); provides emergency aid, eduction resources, health programmes, medical services, and additional staff to provide protection; newsletter update available; **Contact**: UNRWA, Vienna International Centre, PO Box 700, a-1400 Vienna, Austria (Maintains information office at the United Nations in New York).

LESSON SEVEN
The Right to Freedoms

The child shall have:
The right to **freedom of expression.**
The right to **freedom of thought, conscience and religion.**
The right to **freedom of association and the freedom of peaceful assembly.**
The right to protection from **arbitrary or unlawful interferince with his or her privacy, family, home or correspondence and from unlawful attacks on his or her honour and reputation.**
The right to **access to information and material from a diversity of national and international sources, especially at those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mental health.**

Objectives:

Students will review the rights to freedom and generate examples of denial or assurance of each right.
Students will distinguish between rights and responsibilites relative to a particular freedom.
Students will explore the right to freedom of information through role playing a community challenging student access to two popular children's books.
Students will develop their opinions relative to freedom of speech through the study of Supreme Court cases Tinker vs. DesMoines and American Nazis in Skokie, Illinois.
Students will find pictures in magazines and other print media illustrating a child's right to certain freedoms and add them to the class collage.

Materials Needed:

Lesson 7, Handout #1:	Right to Freedoms
Lesson 7, Handout #2:	Books Challenged in U. S. Communities
Lesson 7, Handout #3:	Tinker vs. Des Moines Independent Schools
Lesson 7, Handout #4:	The Skokie Case
Lesson 7, Handout #5:	Mock Interview with Aryeh Neier

Lesson 7, Handout #6: Childhood Log

Set Induction:

-"We have studied the categories of rights to survival, to development, and to protection. What category remains?"

-"Think for a minute: What is freedom? Or what is a freedom? Of what do you think when you hear the word freedom?" Solicit single words or phrases: freedom fighters, freedom of speech, let freedom ring, fight for freedom, "Free at last, free at last. Thank God Almighty I'm free at last.", land of the free and the home of the brave". People want "freedom of ____________ and "freedom from ___________ ."

-"How is this category of rights different from the others we have studied?" It is less tangible, less touchable, and has more to do with a right of the mind or intellect rather than a right of the body.

-"How is it, however, connected to the other rights?" Freedom of thought means little if the body cannot survive or be healthy. In very poor countries, a definition of freedom may differ from that of rich countries, focusing more on the freedoms of having enough to eat, of having adequate health care, and freedom from oppression.

-Conversely, worldly goods mean little if one has no freedom. Historically, people have given up "safety" and "security" many times in pursuit of freedom. To what lengths have people gone in pursuit of freedom?

-Lack of this right sometimes interferes with the other rights. Black and "colored" South Africans find it hard to have their other rights if they do not have the right to freedom. It is unlikely that efforts to improve rights to survival and development of black and "colored" South Africans will be successful, or begun at all, if black and the colored" populations have no political power. The need or desire for this right sometimes leads people to sacrifice other rights in the pursuit of this one.

-Have students analyze past and present conflicts as they relate to the concept of freedom: the U. S. Revolution, the Russian Revolution, the U.S. Civil War (both sides felt it was an issue of freedom), the many U.S. Governnment and Indian wars, etc. Challenge students to look at the conflicts from both, or many, perspectives.

-"Where do we learn about freedom?" Politics, social studies books, songs, poems, symbols, etc. "A great volume of expression has been devoted to this topic. Why?" A desire for freedom is at the essence of being human, has its roots in our intellect, our respect for individuals of the species, is a result of the capacity of the human brain. Humans speak of other animals as having **rights**, rights to survival, development, and protection, but the rights to the freedoms are usually afforded only to the human species. The will to possess the freedoms of expression is one way in which humans are separated from other animals.

Learning Sequence:

-"Different categories of freedom are often referred to. We speak of freedom of ______________, and freedom of ___________, and etc. What is meant by each of these categories?

-Review **Right to Freedoms** Handout (**Lesson 7, Handout #1**) Are there specific freedoms or categories that were missed in the list we just made? Can we get more information about each category by reading the specifics of each Article?

-Read Handout #1 and discuss:

- freedom of assembly
- freedom of association/assembly
- freedom of information
- freedom of speech
- freedom of press

-"What is each freedom important? What individuals and/or groups have been denied these rights in the past? What individuals and/or groups are being denied these rights in the present? What effect does denial have on the lives of those denied?"

-"The **Convention** is the first document affording children these rights to freedom. How do you think the rights to freedoms for children differ from those of adults? Why are they different? Can you think of ways children could abuse their rights if there were not some limits to them? Which do you find particularly interesting?"

-"We could do several lessons on each of the freedoms dealt with by the Convention. We will deal in this lesson only with the freedom of expression, asking you to think in a similar way about the other rights to freedom." Article 13 (See **Lesson 7: Handout #1**) deals most directly with freedom of expression:

> **Article 13**
>
> **1. The child shall have the right to freedom of expression; this right shall include freedom to seek, receive and impart information and**

> **ideas of all kinds, regardless of frontiers, either orally, in writing, or in print, in the form of art, or through any other media of the child's choice.**
>
> **2. The exercise of this right may be subject to certain restrictions, but these shall only be such as provided by law and are necessary:**
>
> **a. for respect of the rights or reputations of others; or**
>
> **b. for the protection of national security or of public order, or of public health or morals.**

-"Look carefully at #2. It is said that with rights and freedoms come responsibilities. What is number two, letter a, saying about responsibility related to the right to freedom of expression? Does a person's freedom of expression give him/her the right to cry "FIRE!" in a crowded auditorium when no fire exists? Why or why not? What, essentially, is number 2, letter b., saying about limits to freedom of expression?" This is a little trickier situation. It could mean censorship, martial law, media "blackouts", etc. Can you think of instances where denial of rights under this provision could cause conflict? Can you think of cases where the restriction was used abusively, is used abusively, or could be used abusively?"

-"Rights to freedoms are less tangible than the other rights we have studied. With that intangibility comes a host of ethical questions regarding control of people's thoughts and expression of those thoughts and an extrance into a fascinating and provocative arena of debate. You will spend the next few days engaged in that arena.

SECTION 1: Books Challenged by Public

-Give students list of books. (See **Lesson 7: Handout #2**.) "How many of you have read books on this list? Do any of your favorites appear here? Did any of these books, when you read them, seem kind of "risque" to you? Were you surprised by content or have the feeling that they were perhaps not appropriate?"

-"These are a list a books that have been challenged by the public, asking for removal, or restricted access to them, in public and/or school libraries. About what right to freedom is this issue? (Freedom to information.) Let's look at the controversy, explore it in depth, and try to understand it from its many vantages.

-To explore a controversy from its many vantages, we are going to become a community- a community in conflict. Two books have been

challenged: Shel Silverstein's **A Light in the Attic** and Maurice Sendak's **In the Night Kitchen.** You will be divided into four factions; two will support retaining the books, and two will support their removal from the Normal Elementary School library, Normal, U.S.A.
"-Have students study the word **simulation**. What is its root? What other words sound like it? (Similar; simile) Have you ever seen the phrase on a product, "simulated (leather); (fur); etc? From these examples, what can we infer that "simulate" means? (To be like something; similar to something.) If we are, then, engaged in a simulation, how should we act?

-Assign groups: **Group A - In the Night Kitchen** should be retained in library.
Group B - In the Night Kitchen should be removed from the library.
Group C - The Light in the Attic should be retained in the library.
Group D - The Light in the Attic should be removed from the library.

-Each student within the group will choose a citizen/character they wish to portray. They could choose to be the librarian, a book store owner, a town minister, a parent of a pre-schooler, the doctor, lawyer, teenager who read the books as a child, etc. Students should also think of adjectives to describe their characters, i.e. an over-protective parent of a pre-schooler; a liberal, free-wheeling doctor; etc. Give them time to create their characters and have each student report their choice to their small group. When debating the controversy in the Town Meeting, students will speak in the first person of their character.

-Give each group several copies of the book in question and give them at least one class period to prepare their position statements. (**Lesson 7, Handout #2**).

-When students are ready, set up a Town Meeting setting where the teacher or a chosen student will run the meeting and attempt to keep order. Set up parameters for behavior/process in the meeting. Any Group violating the parameters will forfeit their right to speak. A suggested procedure:

Group B makes their case for removing **In the Night Kitchen.**
Group A makes their case for retaining it.
Group B can counter their arguments.
Group A make their closing statement.

Group B make their closing statement.

-Repeat procedure for Groups C and D.
-Have all students vote whether each book should be removed or retained. Share results with class. Did any of them change their minds over the course of the debate? Read to them the decisions made about the books in several settings and the reasoning behind them.
-Have each student make an "I learned..." statement relative to the simulation.

Closure:

-Upon the completion of this lesson, reflect and then write: "I have learned that freedom and the rights to freedom......". While students are writing, make available to them the following quotations and have them write briefly, to prepare for discussion, about the meaning of either of them.

> "Books won't stay banned. They won't burn. Ideas won't go to jail. In the long run of history, the censor and the inquisitor have always lost. The only sure weapon against bad ideas is better ideas."
> Whitney Griswold, renowned educator and former president of Yale University.
> Seventeen, 41, January 1982.

> If all of mankind minus one were of one opinion, and only one were of the contrary opinion, mankind would be no more justified in silencing that one person, than he, if he had the power, would be justified in silencing mankind.
> John Stuart Mill, On Liberty

-Discuss students' reflections and response to the quotations.

Assignment: Find pictures, poems, headlines, story, etc. about a child's rights to freedom being either achieved or denied. Share these with classmates and add them to class collage

Complete section of the **Childhood Log** related to the rights to freedom.

Lesson 7
Handout #1

RIGHT TO FREEDOMS

Article12

1. State Parties shall assure to the child who is capable of forming his or her own views **the right to express those views freely in all matters affecting the child**, the views of the child being given due weight in accordance with the age and maturity of the child.

2. For this purpose, the child shall in particular be provided **the opportunity to be heard in any judicial and administrative proceedings affecting the child**, either directly, or through a representative or an appropriate body, in a manner consisitent with the procedural rules of national law.

Article 13

1. The child shall have **the right to freedom of expression**; this right shall include freedom to seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice.

2. The exercise of this right may be subject to certain restrictions, but these shall only be such as are provided by law and are necessary:

(a) for respect of the rights or reputations of others; or

(b) for the protection of national security or or public order, or of public health or morals.

Article 14

1. States Parties shall respect **the right of the child to freedom of thought, conscience and religion.**

2. States Parties shall respect the rights and duties of the parents and, when applicable, legal guardians, to provide direction to the child inthe exercise of his or her right in a manner consistent withthe evolving capacities of the child.

3. Freedom to manifest one's religion or beliefs may be subject only to such limitations as are prescribed by law and are necessary to protect public safety, order, health, or morals or the fundamental right and freedoms of others.

Article 15

1. States Parties recognize **the rights of the child to freedom of association and to freedom of peaceful assembly.**

2. No restrictions may be placed on the exercise of these rights other than those imposed in conformity with the law and which are necessary in a democratic society in the interests of

national security or public safety, public order, the protection of publch health or morals or the protection of the rights and freedoms of others.

Article 17

States Parties recognize the important function performed by the mass media and **shall ensure that the child has access to information and material from a diversity of national and international sources, especially those aimed at the promotion of his or her social, spiritual and moral well-being and physical and mentalhealth.** To this end, States Parties shall:

(a) Encourage the mass media to disseminate information and materials of social and cultural benefit to the child and in accordance with the spirit of article 29;

(b) Encourage international cooperation in the production, exchange and dissemination of such information and material from a diversity of cultural, nationaland international sources;

(c) Encourage the production and dissemination of children's books;

(d) Encourage the mass media to have particular regard to the linguistic needs of the child who belongs to a minority groups or who is indigenous;

(e) Encourage the development of appropriate guidelines for the protection of the child from information and material injurious to his or her well-being bearing in mind the provisions of articles 13 and 18.

Lesson 7
Handout #2

Some Books Challenged or Banned in 1988-1989

Angelou, Maya. I Know Why the Caged Bird Sings. Bantam. Four members of the Alabama State Textbook Committee called for its rejection because Angelou's work preaches "bitterness and hatred against whites."

Blume, Judy. Are You There God? It's Me Margaret. Bradbury Pr. Challenged in many libraries but removed from the Gilber, Ariz. elementary school libraries, and order that parental consent be required for students to check out this title from the junior high school library. Challenged because the book is "sexually offensive and amoral"; because the book is "built around just two themes: sex and anti-Christian behavior."

Goobler, Dorothy and Thomas. Nelson and Winnie Mandela. Watts. Challenged at the Hillsboro, Ore. Public Library by a patron who charged that the Mandelas and the African National Congress are Communist-backed and advocate violence.

Hinton, S. E. The Outsiders. Dell; Viking. Challenged on an eighth grade reading list in the South Milwaukee, Wis. schools because "drug and alcohol abuse was common" in the novel and "virtually all the characters were from broken homes."

L'Engle, Madeleine. A Wrinkle in Time. Dell. Challenged, but retained on the media center shelves of Polk City, Fla. Elementary School. A student's parent filed the complaint, contending the story promoted witchcraft, crystal balls, and demons.

Paterson, Katherine. A Bridge to Tarabithia. Crowell. The Newberry Award-winning book was challenged as sixth-grade recommended reading in Lincoln, Nebr. schools because it contains "profanity" including the phrase "Oh, Lord" and "Lord" used as an expletive.

Sendak, Maurice. In the Night Kitchen. Harper. Challenged at Robeson Elementary School in Champaign, Ill. because of "gratuitous" nudity.

Silverstein, Shel. A Light in the Attic. Harper. The poem "Little Abigail and the Beautiful Pony" was banned from second grade classes in Huffman, Texas because a mother protested that it "exposes children to the horrors of suicide."

Steinbeck, John. Of Mice and Men. Bantam; Penguin; Viking. Challenged in Marian County, W. Va. schools, because the book contains profanity.

Lesson 7
Handout #3

IN THE NIGHT KITCHEN - Group A

My position is that the book **should be retained** on the shelf in Normal Elementary School.

Who I am: (description of your character)

What Group **B** may find objectionable about this book:

What I might argue to counter these objections:

My thoughts (arugments) about what I fear might happen if this book, and others like it, **are** removed from the shelves:

Lesson 7
Handout #3

IN THE NIGHT KITCHEN - Group B

My position is that the book **should be removed** from the shelf in Normal Elementary School.

Who I am (description of your character):

What I find objectionable about this book:

What Group **A** may say to counter these objections:

How I might respond to Group **A**'s counter objections:

My thoughts (arguments) about what I fear might happen if this book, and others like it, **are not** removed from the shelves:

Lesson 7
Handout #3

THE LIGHT IN THE ATTIC - Group C

My position is that the book **should be retained** on the shelf in Normal Elementary School.

Who I am: (description of your character)

What Group **D** may find objectionable about this book:

What I might argue to counter these objections:

My thoughts (arugments) about what I fear might happen if this book, and others like it, **are** removed from the shelves:

Lesson 7
Handout #2

LIGHT IN THE ATTIC - Group D

My position is that the book **should be removed** from the shelf in Normal Elementary School.

Who I am (description of your character):

What I find objectionable about this book:

What Group **C** may say to counter these objections:

How I might respond to Group C's counter objections:

My thoughts (arguments) about what I fear might happen if this book, and others like it, **are not** removed from the shelves:

Lesson 7
Handout #6

Your Rights to Freedom

"...and the thought stayed free."

Freedoms that could likely be denied to you: ____________________

Particular freedoms that I want very much for you to have are ____________________

because ____________________

Books I hope you will one day be able to read and what I learned or gained from these books: ____________________

Ways in which I hope you will use your freedom of expression, if, indeed, it is a freedom to which you have access: ____________________

Lesson 7: Additional Resources:

1. **Amnesty International**- 2500 clubs in US schools; promotes implementation of human rights; Urgent Action letter writing campaign. **Contact:** Amesty International, USA, 322 8th Ave, New York, NY 10001, 212-807-8400.

2. **Center for Human Rights** (New York Liaison Office)- Free booklets and posters on human rights in limited amounts; Books, journals on human rights; Human Rights Day, December 10. **Contact:** Center for Human Rights, Room S-2914, United Nations, New York, NY 10017.

3. **Declaration on the Elimination of All Forms of Intolerance and of Discrimination Based on Religion and Belief**- A 1981 U.N. Declaration that promotes understanding, tolerance and respect in matters relating to freedom of religion and belief. **Contact:** United Nations Sales Section, Room DC2-853, Dept 701, New York, NY, 10017, 212-963-8302

4. **International Alliance for Women**- Lead organization for women's rights programs world wide. **Contact:** International Alliance of Women, 809 UN Plaza, New York, NY 10017, 212-682-3649.

5. **United Nations Centre for Human Rights**- A source for additional information on human rights and the United Nations efforts. **Contact:** United Nations Centre for Human Rights, Palais de Nations, 1211 Geneva 10, Switzerland.

LESSON EIGHT
Your Right to Action

> **"Helped are those who find the courage**
> **to do at least one small thing each day**
> **to help the existence of another–**
> **plant, animal, river, or human being.**
> **They shall be joined by a multitude of the timid."**
> Alice Walker, **Temple of My Familiar**

> **"The world is run by the people who show up."**
> Anonymous

Objectives:

Upon review of this unit of study, students will choose an action project to:

1. Make the intent and content of the United Nations Convention on the Rights of the Child known to others.
2. Includes deeds that are in the spirit of the Convention.
3. Simultaneously reinforce in students the connections between rights and responsibilities.
4. Emphasize the interconnections and interdependence of all humans in all countries of the earth.

Materials:

Lesson 8, Handout #1

Set Induction:

-The Convention states: **States should make the Convention's rights widely known to both adults and children**. Why do you think this directive is included in the document? How important is it to have the Convention's rights widely known to both adults and children of the world?

-Whose responsibility is it to make the rights widely known? Is this something in which you can play a significant role? Why might you want to? (Refer back to earlier lessons and the quotes from Our Town and Maya Angelou on Terrence.)

-Display the following quote from Thomas Hardy and ask students how this relates to their study.

"The human race is one great network
which quivers in every part
when one part is shaken,
like a spider's web when touched."

-Ask students to estimate what percentage of the children of the world have these rights or a large percentage of them? What percent of children in the countries of their infant twins? What percent of children in the country in which they presently live? What percent of the children in their town or city?

Learning Sequence:

-"For what reasons, to what ends, have we studied the Convention so thoroughly?

-Now that we know more about the Convention than do almost all adults of the world, do we want to do anything with this knowledge?"

-Share the Alice Walker quote:

"Helped are those who find the courage
to do at least one small thing each day
to help the existence of another--
plant, animal, river, or human being.
They shall be joined by a multitude of the timid."
Alice Walker, Temple of My Familiar

-So what are our choices? In what areas does work need to be done? In what areas can we do something?

- -Educating adults in local, state, national government about the Convention.
- -Educating children at the school, neighborhood, city, state levels about the Convention and rights to which it entitles them.
- -Educating other children and adults about the "State of the World's Children" relative to these rights.
- -Choosing a particular area of rights (survival, development, protection, freedom) and teaching others of the issues related to each area.

-And so begins the brainstorming process. Small groups choosing particular areas to brainstorm would likely yield a greater diversity of ideas, followed by each group sharing with the whole.

-Some possible projects:

-Contacting local, state, or national governments, sharing their concerns and suggestions re implementation of the Children's Treaty at these levels.

-Model United Nations meeting of countries their twins, focusing on area of rights.

-Take one right (e.g. the right to name and nationality) and do a school-wide awareness effort.

-Identify groups in their community that work for one of the rights in the Convention and interview them, have them come speak to classes, or students can volunteer for community service within these groups.

-See **Lesson 5, Part 2** for literacy specific actions.

-Food drives are always valuable.

-A school can "adopt a country" to raise money for immunization of all infants born in that year.

-Adapt the rights to a family level: How can I, as a family member, help insure the rights to development of a younger brother or sister by being a kinder sibling? If I am being denied rights to protection, how can I get help?

-Students will generate many other valuable ideas.

-Encourage students to work either individually or in groups, whichever they find suits their goals best. Suggest, also, that they keep the projects manageable, and that they should be able to see a time when the project, or at least this stage of the effort, is completed.

-Assign a date on which they will be expected to report to the group of the status of their projects. A project description handout might be helpful to help them organize the project and the means to report it.

Closure:

-Discuss projects with the class. How meaningful were there? How significant is what they learned from them? Will the projects have an impact on their personal futures? Did their projects suggest future projects?

-"You have spent a great deal of time in this study. Take a minute to think it through from the very beginning to the culmination of your personal action project. Think also about what the Convention means, could mean, should mean, to the Children of the World. Think of how to condense this meaning into a symbol, a story, a wish, a poem, a dance, a sculpture, a picture that captures the essence/the spirit of the Convention. Image this symbol, poem, dance, sculpture in your mind. Image it clearly. Add color (Think of how you can add color to a poem, dance, a wish, etc.) and texture, etc.

-Take this image you have created and render it visible to others, so it can be shared with others. This creation is your tribute to the Convention; a picture of your responsibility to it; your feeling for it. Please add it (or a description of it) to the **Childhood Log** of your infant twin.

The End of the Beginning

Lesson 8
Handout #1

My Tribute
to the
Convention on the Rights of the Child
and to
You, My Infant Twin

My final thoughts to you, my infant twin: ____________________

____

____

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Lesson 8: Additional Resources

1. **House of Representative Select Committee on Hunger**- The major voice for hungry people both domestically and internationally-on Capitol Hill which works to identify both the root causes of, and the solutions to, hunger and hunger related deseases. 1991 End to Hunger Bill update and information on the committee-**Contact**Chairman Tony P Hall, The House Select Committee on Hunger, US House of Representatives, Room H2-505, House Office Building Annex 2, Washington DC, 20515, 202-226-5470.

2. **Model United Nations (MUN)**- Preparatory book, newsletter, calender of MUN conferences; annual teacher inservice program in New York. **Contact:** UNA/USA (Model UN Program), Jim Muldoon, Director, 485 Fifth Ave New York, NY 10017, 212-697-3232.

3. **Super Cupboard-** A step by step guide for a six to eight week course offering people life skills along with their food packages. **Contact:** Pennsylvania Coalition on Food and Nutrition, 128 Locust St., Harrisburg, PA 17101, 717-233-6705 ($6.50).

4. **UNICEF Halloween Boxes:** For the UNICEF Field office nearest you and the contact number for ordering UNICEF Halloween boxes, **Contact:** US Committee for UNICEF, 333 East 38th St, New York, NY, 10016, 212-686-5522.

5. **United States Ratification of the Convention on the Rights of the Child**: Information on what you can do to support ratification. **Contact:**Anne Keeney, Interaction, 1815 H Street, NW, llth Floor, Washington, DC, 20006, 202-822-8429.

6. **World Declaration on the Survival, Protection and Development of Children**- A declaration and plan of action signed by over 71 world leaders (included President George Bush) at The World Summit for Children (September, 1991). **Contact**: UNICEF House, World Summit for Children, H6S Three United Nations Plaza, New York, NY 10017.

General Resources

1. Institute for International Education
809 UN Plaza
New York, NY 10017
Fullbright Scholarships; international teacher exchanges and education.

2. UNICEF Classroom Materials, Films, Videos
333 East 38th St
New York, NY 10016
212-686-5522

3. UNESCO
7, Place de Fontenoy
75700 Paris, France
Free magazine, UNESCO Sources, contains short articles on education, science and culture.

4. UNESCO Films (catalogue)
UNESCO Liaison Office
2 United Nations Plaza Suite 900
New York, NY 10017

5. UN Film and Video Catalogue
UN Radio and Visual Service, Department of Public Information, Rm S-845
United Nations, New York, NY 10017
212-963-6939

6. UNIPUB
10033-F King Highway
Lanham, MD 20706-4391
MD: 301-419-7666; US: 800-233-0506
Distributes publications from FAO, GATT, IAEA, ILO, IMO, UN, UNESCO, UNITAR, UNU, WIPO and other international sources. Free catalogue.

7. United Nations Association of the USA (UNA/USA)
485 Fifth Ave
New York, NY 10017
212-697-3232
Membership for those wanting to folow international issues and work of the UN. Interdependent newsletter, numerous publications.

8. United Nations Bookshop
Room GA-32
New York, NY 10017
212-963-7680; 800-553-3210

9. United Nations Sales Section
Room DC2-853, Dept 701
New York, NY 10017
212-963-8302
Free catalogue of UN publications.

10. Women in Film (Catalogue)
UN Non-Government Liaison Service
DC-2-1116
United Nations, New York, NY 10017

11. The World Bank
Schools Program
Publications Department
1818 H Street NW
Washington, DC 20433
202-473-7529
Classroom ready booklets, slides on world development issues. Data on diskettes.

Evaluation

Your brief evaluation of this curriculum would be greatly appreciated by its authors and publisher. Please send your comments to the address below.

Title of curriculum used: ____________________

Number of students taught: ____________________

Grade level: __________ Course title used in: __________

How used (eg supplemental, with Model U.N., etc.): __________

Student comments: (If more space is needed, please attach.) ________

Teacher comments: ____________________

Strengths/weaknesses of the curriculum: ____________________

Suggestions for improvement: ____________________

Other topics and issues for which you would like to see teaching aids developed: ____________________

Suggested format for these teaching aids (eg video, software, etc.): ___

Materials you have used to teach about that United Nations that you would recommend: ____________________

____

____

Your name: ____
Address: ____
Phone: ____

Please send ***Evaluation*** to:

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